Total English

11

ISC

Revised Edition

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Preface

Total English 11, for ISC classes, is an *English Language Textbook* written according to the syllabus prescribed by the Council for the ISC Examinations, New Delhi, for the *Indian School Certificate* (ISC) *Examination*. This edition contains the new pattern of questions as per the latest syllabus and Specimen Paper.

The book has four sections in each of its 15 Units. **Section A** deals with Grammar Focus. **Section B** highlights the skills needed for Creative Writing. **Section C** has chapters on Phrasal Verbs and Mind Your Language and **Section D** comprises Specimen Papers. The whole book has been designed as a complete English Language Course, giving essential information on how to attain and master language skills.

The following sections have been revised or re-written while updating this edition of the book.

- Comprehension Passages.
- Composition Topics.
- Prepositions and Phrasal Verbs.
- Transformation of Sentences.
- All topics under Directed Writing in respect of Question 2 (a) in the Examination.
- Proposal Writing in respect of Question 2 (b) in the Examination.
- **Project Work Comprising Listening and Speaking skills.**

The marking guidelines and model answers included in the initial Unit are meant to guide candidates to answer questions with relevance and precision. A collection of carefully designed practice papers, reproduced exactly in the same form as in the ISC Examination, provides candidates with an excellent opportunity to familiarise themselves with the examination techniques. Where possible, sufficient space is provided for writing the answers. Where space is not provided in the book, students are requested to make use of their exercise books for writing answers.

A section, as per the syllabus, on Project Work of 20 marks is given at the end of the book.

It is hoped that all students who go through the book with diligence will be able to answer with full confidence any question set for the ISC Examination in English Language Paper I.

All suggestions for the improvement of this book will be gratefully acknowledged.

Authors

The Pattern of ISC Questions

Paper 1: English Language (3 hours)

Question One: A composition (400-450 words) on one of a number of subjects. ... **20 Marks**

Question Two:

(a) Directed writing (article writing, book review, film review, review of culture programme, speech writing, report writing, personal profile, and statement of purpose) based on suggested points. ... **15 Marks**

(b) Proposal Writing based on a given situation. The proposal should include (i) The Heading (ii) Statement of Objective (iii) List of measures. ... **10 Marks**

Question Three: Short-answer questions to test grammar, structure and usage. ... **15 Marks**

Question Four: Comprehension. ... **20 Marks**

Question	Time	Marks
One	45 min	20
Two	55 min	25
Three	30 min	15
Four	50 min	20
Total	*3 hours*	*80*
Project Work	—	**20**

Contents

UNIT 1	A	Simple, Compound and Complex Sentences	7 – 27
	B	Directed Writing-I and Proposal Writing	
	C	Phrasal Verbs	
	D	Specimen Paper 1 (Solved)	
UNIT 2	A	Transformation of Sentences (1)	28 – 42
	B	Creative Writing	
	C	Phrasal Verbs	
	D	Specimen Paper 2	
UNIT 3	A	Agreement of Subject and Verb	43 – 56
	B	Atmosphere in Creative Writing	
	C	Phrasal Verbs	
	D	Specimen Paper 3	
UNIT 4	A	Tenses and Their Use (1)	57 – 72
	B	Composition — Organisation	
	C	Phrasal Verbs	
	D	Specimen Paper 4	
UNIT 5	A	Tenses and Their Use (2)	73 – 85
	B	Short Stories	
	C	Phrasal Verbs	
	D	Specimen Paper 5	
UNIT 6	A	Active and Passive Voice	86 – 100
	B	Directed Writing—II	
	C	Phrasal Verbs	
	D	Specimen Paper 6	
UNIT 7	A	Sequence of Tenses	101 – 113
	B	Description of Characters	
	C	Phrasal Verbs	
	D	Specimen Paper 7	
UNIT 8	A	Conditional Sentences (1)	114 – 132
	B	Directed Writing—III	
	C	Phrasal Verbs	
	D	Specimen Paper 8	

UNIT 9	A	Conditional Sentences (2)	133 – 144
	B	Characterisation	
	C	Phrasal Verbs	
	D	Specimen Paper 9	
UNIT 10	A	Direct and Indirect Speech	145 – 162
	B	Narrative Composition	
	C	Homophones	
	D	Specimen Paper 10	
UNIT 11	A	Transformation of Sentences (2)	163 – 176
	B	Argumentative Composition	
	C	Homophones	
	D	Specimen Paper 11	
UNIT 12	A	Use of Adjectives	177 – 189
	B	Descriptive Composition	
	C	Correct Use of Words	
	D	Specimen Paper 12	
UNIT 13	A	Use of Since and For	190 – 199
	B	Comprehension Skills	
	C	Correct Use of Words	
	D	Specimen Paper 13	
UNIT 14	A	Use of Multiple Prepositions (1)	200 – 210
	B	Summary Writing	
	C	Correct Use of Words	
	D	Specimen Paper 14	
UNIT 15	A	Use of Multiple Prepositions (2)	211 – 221
	B	Elements to Omit in a Summary	
	D	Specimen Paper 15	
APPENDIX 1		ISC SPECIMEN PAPER	222 – 227
		PROJECT WORK	228 – 256
		Aural & Oral English: Introduction	229
CHAPTER 1		Listening (Aural) Skills	230 – 242
CHAPTER 2		Speaking (Oral) Skills	243 – 251
APPENDIX 2		Passages For Reading	252 – 256

UNIT 1

A. Simple, Compound and Complex Sentences

Simple Sentence

A Simple Sentence has only one Subject and one Predicate. In other words, a simple sentence has only one finite verb; as:

After the game, we went home.
The garden looks beautiful with flowers.

Compound Sentence

A Compound Sentence consists of two or more Coordinate Clauses:

The sun rose and everything looked bright.

This sentence has two parts:

(a) The sun rose. (b) everything looked bright.

Each part has a Subject and a Predicate of its own. Both the parts of the sentence make one sentence. Therefore, each part is an important clause and can make sense by itself; it can stand alone as a complete sentence. In other words, each clause is independent of the other or is of the same rank. Therefore, such clauses are called Independent or Coordinate Clauses. A Compound Sentence is made up of Coordinate Clauses:

Many are called, but few are chosen.
God made the country, and man made the town.

Complex Sentence

A Complex Sentence consists of one Main Clause and one or more Subordinate Clauses (dependent for their full meaning on the main clause).

We went home when the sun set.

This sentence consists of two parts:

(a) We went home. (b) when the sun set.

As each part has a Subject and a Predicate of its own and is a part of a large sentence; each part of the sentence is a clause. However, we note that *We went home,* makes sense by itself and can stand alone. Such a clause is called the *Main or Principal Clause.*

The clause *when the sun set* cannot make sense by itself and cannot, therefore, stand alone. It depends for its full meaning on the clause — *We went home.* Such a clause is called a *Dependent or Subordinate Clause.* Examples of Complex Sentences are:

He went to Kolkata that he might find some work.

We will be late unless we hurry up.

Do not talk while you are eating.

1. Conversion of Simple Sentences to Compound Sentences

A Simple Sentence can be changed into a Compound one, by expanding a word or a phrase into a Coordinate Clause:

Simple : Besides being clever, he is hardworking.
Compound : He is not only clever but also hardworking.

Simple : In spite of his riches, he is unhappy.
Compound : He is very rich, but he is unhappy.

Simple : He must leave early to catch the flight.
Compound : He must leave early, or he will not catch the flight.

Simple : Besides making a promise, he kept it.
Compound : He not only made a promise, but also kept it.

Simple : Failing prompt payment, the goods must be returned.
Compound : You must either pay the bill at once or return the goods.

Simple : Notwithstanding his hard work, he did not succeed.
Compound : He worked hard, yet he did not succeed.

ASSIGNMENT 1

Rewrite the following Simple Sentences as Compound Sentences:

1. Having finished her practice session, she went home.
2. He must work hard to succeed in life.
3. She must work hard to win the competition.
4. To everyone's surprise, he took up a job as an accountant.
5. Besides advising him, she also gave him money.
6. Owing to floods the crops were destroyed.
7. Notwithstanding several reminders, he did not pay the fine.
8. The teacher punished the boy for misbehaviour.

2. Conversion of Compound Sentences to Simple Sentences

Compound Sentences may be changed into Simple Sentences as follows:

1. *By substituting a Participle:*

   Compound : He finished his work and went home.
   Simple : *Having finished* his work, he went home.

2. *By substituting a Prepositional phrase, etc., for a Clause:*

   Compound : She cleaned the statue and then decorated it.
   Simple : *After cleaning the statue,* she decorated it.

3. *By substituting an Infinitive/or a Clause:*

   Compound : Either you must confess your fault or you will be punished.
   Simple : You must confess your fault *to escape punishment.*

ASSIGNMENT 2

In each of the following items, sentence A is complete but sentence B is not. Complete sentence B, making it similar in meaning to sentence A. Write down sentence B complete in each case.

1. (A) She packed her suitcase and went to the airport.
   (B) Having .....
2. (A) It is never so late that one cannot mend.
   (B) ..... to mend.
3. (A) Some boys of the class are cleverer than Amit.
   (B) Amit is not .....
4. (A) Why waste time in idle pursuits?
   (B) It is .....
5. (A) The ship went down, yet the passengers were saved.
   (B) In spite of .....
6. (A) She said that she regretted that she had acted so rudely.
   (B) She expressed .....
7. (A) The new rules forbid passengers to enter the metro station without a face mask.
   (B) Passengers are .....
8. (A) None but a millionaire can afford such a luxurious life.
   (B) Only .....

B. Directed Writing – 1

1. Article Writing

An Article is a piece of writing on a particular topic intended for publication in a newspaper, magazine or journal. It describes an experience, event, person or place; presents an opinion or balanced argument; compares and contrasts; provides information; and offers suggestions or advice. It may include amusing stories, reported speech and descriptions. It can be formal or informal, depending on the target readers. It is written in a less formal style than a report.

Since it is written for a wide readership, it has to be informative and thought-provoking to attract the attention of the readers.

A good article should have the following elements:

1. *An eye-catching title* to attract the readers' attention and suggest the theme of the article.
2. *An introduction* which defines the topic to be covered and keeps the readers' interest intact.
3. *The main body* of two to five paragraphs in which the topic is further developed in detail.
4. *The conclusion*, summarising the topic or giving a final opinion, recommendation or comment.

Model Article

Outline: India a single unit — extremes in every sphere — physical features — climatic conditions — the haves and have-nots.

India is a Country of Extremes

India, though a well-marked distinct unit geographically, is defined as a country of extremes or paradoxes. These extremes can be seen juxtaposed everywhere, be it in physical features, climate, clothes, or ways of living. All these paradoxes have made India a vibrant nation, full of diversities yet having a fundamental unity.

India is a vast country with great diversity of physical features ranging from the lofty Himalayas in the north, the Great Indian Desert in the west to sunny beaches in the south. Due to these physical features, certain parts of India are very fertile, while others are so unproductive and barren that hardly anything can be grown there. The fertile plains of northern India belong to the first category, while certain areas of Thar desert in Rajasthan fall under the latter category.

Extreme contrasts in climatic conditions are seen in different regions of the country. For example, Barmer in Rajasthan may record a temperature of 48 °C or 50 °C on a June day, while it hardly reaches 22 °C at Pahalgam or Gulmarg in Kashmir on the same day. However, in Dras near Kargil, the temperature may go down to –40 °C during winter.

Similarly, extremes are visible not only in the types of precipitation but also in its amount and seasonal distribution. While the places like Cherapunji and Mawsynram in Meghalaya get about 1100 cm rains in the year, Jaisalmer in Rajasthan hardly receives 9 cm of rainfall in a year.

Besides these, there are some other baffling extremes. India has some of the richest people, who enjoy all the luxuries of life, while there are people, who cannot make both ends meet. India has some of the brightest minds yet is not able to provide basic education to a large section of poor children. Despite having a huge illiterate population, India is the world's largest progressive democracy. It is one of the world's oldest civilisations, where modern and old ways of living coexist. India is a mosaic of extremes, which exist side-by-side and makes it a unique country.

ASSIGNMENT 1

1. Write an article to be published in a local newspaper expressing your concern at the rising number of unemployed youth in our country.
2. Write an article for your school magazine entitled *Global Warming: Are we Heading Towards a major Catastrophe?*

2. Book Review

A book review describes, analyses and evaluates the merits of a contemporary work. It conveys an opinion, supporting it with evidence from the book. It is unbiased and critical in nature. Although there is not a set formula for writing a book review, it does have certain common elements. These include the following:

- The title, author, publisher, number of pages and price.
- An opening sentence to set the tone of the review, giving the overall feel of the work.
- The general field or genre of the book like fiction or non-fiction.
- A concise summary of the plot, followed by the specific aspects of the work, individual characters, incidents and scenes.
- The outstanding idea that runs through the book.
- Specific references from the book to highlight its unique points.
- Overall impression of the work, including its shortcomings, if any.

Model Book Review

Outline: Name, author, publisher, number of pages, price, Genre: Memoir—brief summary —specific aspects of the work — overall impression.

Becoming

Author: Michelle Obama. **Publisher:** Viking. **Format:** Hardcover.

Pages: 448. **Price:** ₹570.

Becoming is an intimate and inspiring memoir by the former First Lady of the USA, Michelle Obama. It is noteworthy for the revealing insights into the private moments of fear and frustration of one of the most iconic and compelling women of the USA.

The book, aptly titled *Becoming*, takes the readers into her world, chronicling the experiences that have transformed her from an Executive, balancing the demands of motherhood and work to becoming the First Lady of the United States of America. She has truthfully enumerated the roles she played in her life—from a dutiful daughter, high-school student, dedicated Princeton undergraduate, sincere Harvard Law attendee, hard-working lawyer to a loving wife and mother. She has been quite honest and witty while describing her triumphs and her disappointments, both public and private. While reading the book, one gets the impression that she is telling her story as she has lived it, in her own words and in her own way.

She candidly talks about how she had to take off her wife hat and put on her citizen hat while campaigning for her husband's Presidential election. She has written about the speeches she made during the campaign and the crowds of supporters she attracted. But she had to satisfy an electorate whose ideas about Black Women were shaped by White supremacy. "I was getting worn out, not physically, but emotionally. The punches hurt, even if I understood that they had little to do with who I really was as a person," she writes. "It was as if there was some cartoon version of me out there wrecking havoc, a woman I kept hearing about but didn't know—a too-tall, too-forceful, ready-to-emasculate Godzilla of a political wife named Michelle Obama."

Becoming is thus, a deeply personal reckoning of a woman of soul and substance, who defied expectations and whose story inspires us to take the plunge despite all obstacles and to 'become what we want to be.'

ASSIGNMENT 2

1. Your classmate has written a book of short stories, which has won an award for being the best book by a new author. Write a review of the book for your school magazine.
2. Write a review of the book, which you have read recently.

3. Film Review

A Film Review is a popular way for critics to assess a film's overall quality and recommend it to the audience. A good film review has the following elements:

- A brief introduction giving some basic information on the film. It gives the name of the film director, screenwriter and major actors.
- Plot summary in brief, avoiding specific details, so as not to spoil the viewing for those who are yet to watch the movie.

- Main characters and their portrayal by actors.
- Technical aspects — cinematography, direction, choreography, music, etc.
- Message of the film, if any.
- Overall impression of the film—describing what stands out in your mind when you think about this particular movie.

Model Film Review

Outline: Name of the movie, cast and its director — brief outline of the plot of the film — performance by the lead actors — setting — music — shortcoming of the film — message of the film.

Village Rockstars

Cast: Bhanita Das, Bishnu Kalita, Boloram Das, Manabendra Das, Basanti Das and Rinku Das.

Director: Rima Das.

Village Rockstars directed by Rima Das is a tale of hope and resilience. The story is set in a remote village in Assam and revolves around Dhunu (Bhanita Das) a young girl, who loves to climb the trees, go fishing with the boys and flaunt her thermocol guitar when she isn't helping her widowed mother (Basanti Das) with her daily chores. She wishes to own a real guitar someday and works towards it by collecting money that she earns by climbing trees and fetching fruits and beetle leaves for the village folk.

Her fate, however does not allow her to dream big. She loses her goat, Munnu to a potential barter for a real guitar. To make matters worse, floods destroy the paddy fields that her mother, a single parent, had cultivated tirelessly. And if that was not enough, she hits puberty which turns into the compulsory induction into womanhood that requires feeding the entire village among various other local rituals and customs. These events take place only after she gives up the idea of buying a guitar, by forfeiting all her 'wealth' to her mother.

Bhanita Das, who acts as Dhunu, brings unadulterated innocence in abundance. In fact, Dhunu and her mother, played by Bhanita Das and Basanti Das respectively, appear to be so natural that one could wonder if they really knew that they were being filmed.

Lush green marshlands act as the perfect setting to a story that draws the battle lines between nature and nurture. Equally fascinating are the sound effects by Mallika Das. She has skilfully captured the ambient sounds of every ripple and every pitter-patter of nature. The only shortcoming of the film is Rima Das' attempt to make one character live her journey through the other, leading her otherwise brilliant film to end up in a confused state.

Village Rockstars is the story of a single mother's resolution to give her daughter the best she can. She stands by Dhunu and fights the society who coerces her daughter to 'behave like a girl'. It is a heartbreaking movie that shows the dilemmas of poverty. But at the same time it is an inspirational tale of courage of a mother and her daughter.

ASSIGNMENT 3

1. Write a review of the film you had seen recently.
2. Write a review of the film that won the National Award for being the Most Entertaining Film.

Proposal Writing

A proposal, literally means a plan or a suggestion, especially a formal or written one, put forward for consideration by others. Proposals, however, are of different types based on their content. Some of these include the following:

- *Business Proposal* is a written offer from a seller to a prospective buyer.
- *Grants Proposal* is meant for requesting an organisation for funds for accomplishing a particular project.
- *Research Proposal* is a proposal written by a research scholar giving details about the topic to be researched and the reasons for doing so. It is submitted to an organisation, college or university for seeking permission to do the research work on a particular topic.
- *Project Based Proposal* is a proposal in which a project/event is to be organised.

In the ISC Exam, the students are required to write a proposal for implementing a project/organising an event and seeking its approval from a person in authority like the head of the institute, usually the Principal of the school. It must include a heading, objectives and a list of measures to explain the specifics and the method of what is to be done to complete the project. Thus, such a proposal suggests how to carry out a given project in a stipulated time schedule.

The Council has prescribed the following format for Proposal Writing

Specimen for Proposal Writing

Question	[10]
As a member of the Student Council of your school, you have been given the responsibility of setting up a 'Skill Development Centre' to help the underprivileged children to learn some vocational skills. Write a proposal in not more than 150 words, stating the steps you would take to successfully set up this particular Centre.	

Specimen Answer:

PROPOSAL FOR SETTING UP A SKILL DEVELOPMENT CENTRE

Heading/Introduction: To set up a 'Skill Development Centre' to help the underprivileged children to learn some vocational skills so that they can earn a living.

(maximum 2 sentences – 2 marks)

Objectives: The 'Skill Development Centre' would provide training to the underprivileged children in vocational skills like Carpentry, Computers (hardware), Repairing Mobile phones and Tailoring and arrange on the job experience for the students trained at the centre.

(minimum 2 points - 2 marks)

List of Measures:

- Providing halls to set up the training centre.
- Appointing teachers to train the students.
- Arranging tools and equipment used for training.
- Funds to be raised from an NGO and two industrial houses as part of their Corporate Social Responsibility (CSR) Programme.

(minimum 4 points - 4 marks)

We hope that the proposal will be accepted so that the Skill Development Centre is established at the earliest.

(linguistic ability - 2 marks)

[Total - 10 marks]

IMPORTANT NOTE: It is suggested that while writing a proposal, the students provide an apt title, a Heading, i.e., an introduction of about 2 sentences, a minimum of 2 objectives and a list of measures of a minimum of 4 points. The proposal should be concluded with an appropriate sentence. 2 marks will be awarded for linguistic ability.

ASSIGNMENT 4

1. As a member of the Student Council of your school, you have been assigned the responsibility of organising Science Exhibition in your school. Write a proposal in not more than 150 words, stating the steps you would take to make this exhibition a success.
2. As a member of the Student Council of your school, you have been given the responsibility of setting up a 'Shiksha Mitra' Club in your school meant to teach the underprivileged children. Write a proposal in not more than 150 words, stating the steps you would take to set up this club.

C. Phrasal Verbs

A combination of verb and preposition or adverbial particle is called a *phrasal verb*. It assumes a new meaning from the initial meaning of the verb. The function of the phrasal verb is to make the language flexible and beautiful. Following is a list of popular phrasal verbs.

1. Act

Act for	*(officiate)* : Mr Bose will *act for* the Director.
Act on	*(act according to)*: She has *acted on* my advice.
	(to produce effect) : The medicine will *act on* the patient after some time.
Act out	*(to perform how something happened)* : The children started to *act out* the whole incident.

2. Back

Back out of	*(withdraw)* : Rahul *backed out of* his commitment.
Back up	*(support)* : I *backed* him *up* during the election.
Back down	*(to withdraw from a position, abandon a claim)* : She refused to *back down* on a point of principle.
Back off	*(to retreat)*: Seeing his intense anger, she *backed off*.

3. Bear

Bear away	*(win)*: Anil *bore away* the first prize in sports.
Bear down	*(overpower)* : She was *borne down* with grief.
Bear out	*(confirm)*: The result will *bear out* his outstanding skills.
Bear up	*(to remain cheerful during a difficult time)*: He has to *bear up* much for the sake of love.
Bear with	*(be patient)*: He had to *bear with* her rude behaviour.
Bear upon	*(relevant to)*: This testimony did not *bear upon* the inquiry.

4. Break

Break down	*(stop working because of a fault)* : Our car *broke down* on the highway.
	(lose composure or health): She *broke down* in the middle of her speech.
Break in, into	*(enter illegally)*: The burglar *broke into* the manager's house last night.
Break into	*(do something at once)* : She *broke into* tears when she heard the news.
Break of	*(stop a habit)*: He is trying to *break* himself *of* drinking.
Break off	*(stop, discontinue)*: He *broke off* his relations with Rani.
Break out	*(escape)* : The convict *broke out* of the police custody.
	(arise, spread, begin, suddenly): World War II *broke out* in 1939.
	A fire *broke out* in our colony yesterday.
Break up	*(end)* : The meeting *broke up* late at night.

5. Bring

Bring about	*(cause)* : What has *brought about* the quarrel in the family?
Bring forth	*(give rise to)* : This Act *brought forth* discontent among the people.
Bring in	*(earn)* : His business *brings in* a lot of money.
Bring off	*(achieve successfully)* : The Movement *brought off* no considerable gains.
Bring on	*(produce, cause)* : Poverty *brings on* social revolution.
Bring out	*(produce)*: The juggler *brought out* a big ball.
	(reveal): An artist *brings out* the characteristics of a nation.
	(publish) : The publisher has *brought out* a new edition of his dictionary.
Bring round	*(succeed in changing one's opinion)*: He *brought* his father *round* to his view after a long discussion.
Bring up	*(rear)* : He was *brought* up by his grandmother.

ASSIGNMENT 1

Fill in each blank with an appropriate word or phrase.

1. Our shop brings ..... a large sum of money.
2. A good tree brings ..... good fruit.
3. His small income brought ..... his standard of living.
4. Anita was brought ..... by her aunt.
5. Impure water brings ..... diseases.
6. The press has brought ..... a new edition of the book.
7. They brought us ..... to their views.
8. The government has brought ..... many changes in taxation.

D. Specimen Paper 1 (Solved)

(Maximum Marks: 80)

(Time allowed: Three hours)

(Candidates are allowed additional 15 minutes for only reading the paper. They must NOT start writing during this time.)

Attempt all four questions.

The intended marks for questions or parts of questions are given in brackets [ ].

(You are advised to spend not more than 45 minutes on Question 1, 55 minutes on Question 2, 30 minutes on Question 3 and 50 minutes on Question 4.)

(You should begin each answer on a fresh page.)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) As you woke up in the morning, you found that it had been raining heavily since the previous night and there was waterlogging everywhere. Describe what you saw and what were your feelings.

(b) Narrate your experience of getting your first salary, when you worked as a guide during the summer vacation.

(c) 'Smartphones make dull minds.' Write *for* or *against* the statement.

(d) Nature.

(e) The COVID-19 pandemic has forced the world to redefine its priorities in terms of its needs and greed. Express your views on the statement.

(f) Write an original story based on the following statement:
There can be no great accomplishment without risk.

Guidelines for Answers

(a) As I woke up in the morning and looked outside my window, it was raining cats and dogs — the sky was overcast with clouds and there was thunder and lightening —soon the streets and roads turned into streams with water and water everywhere — those on the road for daily errands had to wade through knee-deep water — visibility was reduced to a few metres and the headlights of the vehicles flashed lights making patterns on water on the roads—sounds of chirping of birds, barking of dogs, or someone reversing his car to loud music or someone blowing a conch during prayers could not be heard; the rain seemed to have muted everything except the drumming down on the terrace on the tin shed of my garage and whoosh of the vehicles passing by — as the rains brought a respite from the heat, I enjoyed myself watching rains splash across the city and that homely, baked-earth smell, that rises from the ground as it is washed away by the rains — amidst all this, my thoughts went to the people , who had to bear the brunt of heavy rains like hawkers, rickshaw-pullers, fishermen, auto-rickshaw drivers and those living in low-lying areas and slums—as I saw rainwater gushing into the drains and gutters, I realised the need to establish rainwater harvesting mechanism in every household to prevent the loss of precious water.

(b) I had heard from a number of people their experiences of getting their first salary and the joy it brought in their eyes—I always thought that it would take me years before I would get the same joy but fortunately I got this opportunity during the summer vacation this year, when I visited my grandparents house in a village in Rajasthan —the village boasts of rich heritage and culture of the bygone era —every time I visit this village, my grandfather takes me around and shows me the beautiful havelis and baolis which are not usually visited by tourists — this time as I was walking along the small river, a group of foreign tourists came to me and asked me about a guide — I told them that since no professional guide is available here, I would take them around — they agreed and I took them around the village, showed them the havelis and baolis, the glimpse of the murals and paintings on both the interiors and the exterior walls of these havelis — I then invited them to my grandfather's house, where they were served Rajasthani food like dal-bhati, churma which they relished — when I went to see them off they gave me a box saying it was their gift for me — as I bid good-bye to them and came back home, I opened the box, it had a beautiful wrist watch and an envelope having five-thousand rupees and a note saying 'Thank you for being such a wonderful guide and host'—it brought tears of joy to my eyes.

(c) *For the View*: Yes, smartphones make dull minds because —(i) smartphones have made people dependent and even addicted to them for most of their activities; there is no dividing line between rational use and addiction, which results in stress and decreased productivity; (ii) smartphones impact the memory of people as they no longer use their brains to store information like names, numbers, dates, meetings etc., and tend to forget things due to excessive use of smartphones; (iii) the over-reliance on smartphones for all the answers leads to laziness and makes dull minds; (iv) the availability of a number of social networking apps, games and sites keeps people busy in idle pursuits and makes them lazy and dull; (v) it impairs sleep patterns and affects the cognitive abilities of people;

(vi) the constant alerts on smartphones and the itch to keep checking smartphones cause lack of focus and attention and make people more error prone.

Against the View: No, smartphones do not make dull minds because — (i) smartphones use latest technology and make people tech-savvy rather than becoming lazy; (ii) smartphones are a learning tool which come up with a number of apps and make people smart and productive; (iii) smartphones enable people to remain online from wherever they wish to operate and enable them to do a number of tasks; (iv) smartphones provide access to internet and enable people to remain abreast of all the latest happenings 24x7; (v) smartphones allow people to remain connected and get help when they are caught in a difficult situation; (vi) smartphones are making people more creative, innovative and intelligent.

(d) Nature provides man with a number of resources — however, man has taken nature for granted, resulting in umpteen number of problems for mankind — visited Kashmir two years back — enjoyed fully its serene beauty, its valleys, terrace gardens, Dal lake, rides in shikharas and comfortable stay amidst nature in a houseboat — memorable trip — again visited Kashmir this year — taken by surprise — heavy rains — Jhelum overflowing its banks — water everywhere — caught in the floods — rescued by the Army — realised that we have taken nature for granted — we have to give back to nature in terms of caring for it and avoiding disturbing its balance.

(e) The COVID-19 pandemic has not only exposed the vulnerability of man to nature but has also forced him to redefine its priorities in terms of its needs, which have taken the form of greed — during the lockdown imposed in many countries due to COVID-19 pandemic, people willingly or unwillingly reduced their needs and used whatever was available and absolutely necessary — when the demand became less so does the supply and the likely consequences associated with it like pollution, consumption of fuels, greenhouse gases, climate change, etc. — the lockdown made the people aware that they can do without a number of material things — as consumers, many of us use, on a daily basis, products which we do not necessarily need and feed into a global culture of competitive consumption that makes for unsustainable living habits — from forest fires to global warming, rising sea levels to deforestation, loss of plant species to animal extinction, one ecological crises after another that we battle are all linked with our desire to want more, own more, spend and consume and dispose more — the COVID-19 pandemic has forced us to change our attitude from 'what to buy' to 'how to live without buying more,' i.e., to limit our needs so as to prevent its conversion to greed.

(f) [*This statement was made by Neil Armstrong, the first man to land on the Moon. It means that great accomplishments do not come easily and we have to work hard, take risks, fail and rise again to achieve one goals.*]

Arvind was an intelligent boy, born in a poor family—his father was a rickshaw-puller, who used to run his household with great difficulty — Arvind was the youngest among his siblings—unlike his brothers and sisters, he had lofty dreams — his father made him work in a dhaba — since he had a strong desire to study, the owner of the dhaba allowed him to study for three hours in the daytime in a school being run in his colony by an NGO

— for this act of kindness, Arvind had to work three hours extra in the evening — totally exhausted but having a burning desire to achieve his dreams, he used to study for hours at night before going to bed — when he passed his Class X exam from Open school with good marks, the dhaba owner forbade him from studying — he left that job and joined a factory where he worked in the night shift — he then began studying in the daytime and working at night — after doing his Class XII and then graduation, everyone in his family asked him to take up a job but he took a loan from a bank and started a small dhaba of his own—meanwhile he joined a course in Hotel Management—though initially he was looked down upon by his classmates, but soon he got the admiration and respect he deserved, when they learnt about the struggle he had made to reach there — after he got his Hotel Management degree, he took a risk, he sold his dhaba and went abroad for further studies — there he joined a hotel, learnt all the nuances of hotel business, made some money and started a small restaurant there, offering Indian cuisine — the restaurant became a craze with the Indians and the foreigners alike —thereafter he never looked back and built a huge chain of restaurants in India and abroad — had he not taken the risk of selling his dhaba and going abroad, he would not have achieved the heights he gained.

Question 2

(a) Write an article to be published in a local newspaper on the recurring floods in Assam and Bihar. Base your article on the points given below:

Assam and Bihar, India's most flood-prone states — floods, a routine affair in these two states — causes of floods — besides the toll on humans, damage to animal life, infrastructure and the environment — failure of the policy of building embankments — need to have an integrated approach to control floods. [15]

Answer:

Recurring Floods in Assam and Bihar

Every year the monsoon comes and with it comes nature's fury in the form of floods in Assam and Bihar. The floods arrive, displace lakhs of people, destroy crops and infrastructure and kill a large number of people. Water recedes after some time and the land emerges but devoid of life. Hordes of people again come together and try to build life again. This cycle continues.

While floods are natural, destruction by floods is not a natural phenomenon. It is mostly the result of human intervention to achieve their developmental goals. Some of the common causes which lead to floods include —building of human habitations on the river banks and in the flood plain area, encroachment on wetlands, changed cropping pattern, deforestation in the catchment area and building embankments.

Bihar is India's most flood-prone State, with 76 per cent population in North Bihar living under the recurring threat of floods. On an annual basis, the floods destroy thousands of human lives apart from livestock and assets worth millions. North Bihar districts are vulnerable to at least five major flood-causing rivers during monsoon— *Mahananda, Kosi, Bagmati, Burhi Gandak* and *Gandak*— which originate in Nepal. When heavy rains occur in Nepal, the water flows into the major rivers of Nepal. When these rivers cross into India,

they flow into the plains and lowlands of Bihar, break their banks and cause floods. Some South Bihar districts are vulnerable to floods from Son, Punpun and Phalgu rivers.

In Assam more than 39 percent of the area is flood prone, which is one of the reasons for annual floods in the State. The Brahmaputra river is both a lifeline and a threat to Assam. It receives water from the monsoon rains and from glacial melt as it originates from Mansarovar in the Himalayas. During the summer, the water intensifies down stream and causes floods. Bank erosion around the Brahmaputra and Barak rivers is another important cause for floods in Assam. Besides, the flood situation is worsened in Assam as it receives river water flowing down from States like Arunachal Pradesh and Meghalaya.

Scientists have repeatedly pointed out the failure of the existing policy of building embankments to control floods. The length of embankments in these States, since Independence, has increased more than 20 times. However, far from reducing the floods, it has led to a three-times increase in the flood-affected area.

Therefore, India needs an integrated approach to manage floods and mitigate its effects. It requires simultaneously working on issues like water management, physical planning, land use, agriculture, transport and urban development as well as conservation of nature to control floods.

Question 2(b)	[10]
As a member of the Students Council of your school, you have been given the responsibility of launching a mobile donation programme to help the underprivileged children in your area. Write a proposal, in not more than 150 words, stating the steps you would take to successfully organise this programme.	

Specimen Answer:

PROPOSAL FOR LAUNCHING A MOBILE DONATION PROGRAMME

Heading/Introduction: We propose to organise a mobile donation programme to help the underprivileged children in our area so that they can easily have access to online education.

Objectives:

- To reach out to the hundreds of underprivileged students in the area, who do not have any mobile phone and provide them with refurbished/second hand mobile phones to enable them to access online classes being conducted by their schools.
- To arouse a feeling of selflessness and generosity among the students.
- To give a new life to the old mobile phones and get the joy of giving it to those, who will make the best use of it.

List of Measures:

- Collection of mobile phones to be donated by the students.
- House Captains will be responsible for collecting the same from the students.
- All the donated mobile phones to be kept in the custody of Mr Raj Singh, the storekeeper of our school.
- Making arrangements for handing over the donated mobile phones to the underprivileged students living in the colony near our school by a group of students led by the Head Boy/Head Girl of our school and two teachers.

We hope that our proposal will be accepted at the earliest.

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) **(A)** His purchase of that flat was a big mistake.

(B) In buying .....

Answer: (0) In buying that flat he made a big mistake.

1. **(A)** Your bus pass is valid till the month-end.

(B) You can't .....

Answer: You can't avail yourself of your bus pass after the end of the month.

2. **(A)** However fond I may be of my own country, I will have to go abroad.

(B) No matter .....

Answer: No matter how fond I may be of my own country, I will have to go abroad.

3. **(A)** "I borrowed the money yesterday and I will return it tomorrow," he said to her.

(B) He .....

Answer: He told her that he had borrowed the money the previous day and he would return it the next day.

4. (A) The suspicion of cheating the customers would fall upon them.

(B) They .....

Answer: They would be suspected of cheating the customers.

5. (A) In spite of having an outward calm, Pooja has a vicious temper.

(B) Pooja may.....

Answer: Pooja may have an outward calm, but she has a vicious temper.

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. The account was carried ..... to the next page.
2. The public was carried ..... by his speech.
3. A committee was appointed to enquire ..... the allegations.
4. He called his father to enquire ..... his mother's health.
5. We should always keep ..... the grass.
6. She kept ..... running till she collapsed.
7. She has made ..... her house to her husband.
8. The servant made ..... with all my gold ornaments.
9. The price of onions has come ..... .
10. The function came ..... well yesterday.

Answer:

1. *forward*	2. *away*	3. *into*	4. *after*	5. *off*
6. *on*	7. *over*	8. *off*	9. *down*	10. *off*

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

Indian Railways .....(1) (take) steps .....(2) (transform) itself as a 'Net Zero' carbon emission mass transportation network by 2030 by .....(3) (install) solar power plants on its vacant unused lands on a mega scale. Indian Railways present demand would be .....(4) (fulfill) by the solar projects .....(5) (deploy), making it the first transport organisation to be energy self-sufficient. This would help in .....(6) (make) Indian Railways green as well as self-sufficient.

The Railway Energy Management Company Ltd. .....(7) (work) relentlessly to further proliferate the use of solar energy on mega scale. It .....(8) (float) tenders for two solar projects for Indian Railways to be .....(9) (install) on unutilised railway lands. Indian Railways is also .....(10) (adopt) an innovative concept of installation of solar projects along operational railway lines.

Answer:

1. *has taken*	2. *to transform*	3. *installing*	4. *fulfilled*
5. *being deployed*	6. *making*	7. *is working*	8. *has floated*
9. *installed*	10. *adopting.*		

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

[This is the story of a soldier who tried to take important documents to another unit. In his final attempts, he removed his clothes and left his documents on the bank of the river before crossing it. Where his clothes and documents vanished creates a problem for him at the end.]

(1) In the autumn of 1866, I was a soldier of the Eighteenth Infantry. My company was stationed at Fort Phil Kearney. I was trying to make my way with important dispatches to Fort C. F. Smith. As the country was swarmed with hostile enemies, I travelled by night and concealed myself as best I could before daybreak. The better to do so, I went afoot, armed with a Henry rifle and carrying three days' rations in my haversack. 5

(2) For my second place of concealment, I chose what seemed in the darkness a narrow road leading through a range of rocky hills. Behind one of these, in a clump of sage-brush, I made my bed for the day, and soon fell asleep. It seemed as if I had hardly closed my eyes,when I was awakened by the sound of a rifle shot, the bullet striking the bowlder just above my body. A band of soldiers had trailed me and had me nearly surrounded; the shot had been fired with a high execrable aim by a fellow who had caught sight of me from the hillside above. The smoke of his rifle betrayed him, and I was no sooner on my feet than he was off his and rolling down the hill. 10

(3) The next thing that I recollect was my pulling myself out of a river just at nightfall. I had not a rag of clothing and knew nothing of my whereabouts, but all that night I travelled, cold and footsore, toward the north. At daybreak I found myself at Fort C. F. Smith, my destination, but without my dispatches. The first man that I met was a sergeant, William Briscoe, whom I knew very well. He was astonished at seeing me in that condition, and my own at his asking who the devil I was. 15 20

(4) "'Dave Duck,"I answered.

(5) "My dear, if you are Dave Duck, I ought to inform you that I buried you two months ago. I was out with a small scouting party and found your body, full of bullet-holes, right where you say you made your fight. Come to my tent and I will show you your clothing and some letters that I took from your person; the commandant has your dispatches." 25

(6) He showed me the clothing, which I resolutely put on; the letters, which I put into my pocket. He then took me to the commandant, who heard my story and ordered

Briscoe to take me to the prison. On the way I said: "Briscoe, did you really bury the dead body that you found in these clothes?'

(7) "Sure," he said "It was Dave Duck, all right; most of us knew him. And now, you imposter, you'd better tell me who you are."

(8) A week later, I escaped from the guardhouse and got out of the country as fast as I could. Twice I have been back, seeking for that fateful spot in the hills, but unable to find it.

(a) **(i)** Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. followed me in great numbers
2. bad
3. a person who pretends to be somebody else

Answer:

1. swarmed; 2. execrable; 3. imposter;

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. company *(line 1)*
2. range *(line 8)*
3. found *(line 17)*

Answer:

1. *During the picnic at the weekend I enjoyed Joe's company.*
2. *This hotel offers a range of facilities to its guests.*
3. *When we worked hard through the night, my brother was found asleep.*

(b) Answer the following questions in your own words as briefly as possible:

(i) What precaution did Dave Duck take to evade being seen by the enemy soldiers? [2]

Dave Duck evaded himself from being seen by the enemy by travelling at night and concealing himself in a dark, desolated place till daybreak.

(ii) Why wasn't Dave Duck injured by the rifle shot when he was hiding behind the sage bush? [2]

Dave Duck did not get injured by a rifle shot while hiding behind the bush because the aim was bad and the bullet struck the bowlder above his body.

(iii) Why didn't Sergeant Briscoe believe Dave Duck's story? [2]

Sergeant William Briscoe did not believe Dave Duck's story because he had found a bullet-ridden body along with Dave Duck's clothes and dispatches which he was supposed to take to another unit and Briscoe had buried the body two months ago, believing it to be of Dave Duck.

(c) In not more than 100 words, state the efforts made by Dave Duck to reach Fort C.F. Smith and why his mission was not successful at the end. (Paragraph 2 to 9). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:

Dave	Duck,	a	soldier	while
travelling	to	Fort	Smith	to
deliver	important	dispatches	had	to
pass	through	a	hostile	terrain
swarmed	by	the	enemies.	So
to	evade	himself	from	being
caught,	he	travelled	by	night
and	concealed	till	daybreak.	While
he	was	hiding	behind	bushes,
he	was	aimed	at	by
the	enemy	soldier,	but	he
escaped	and	rolled	down	the
hill.	When	he	finally	reached
the	fort,	he	was	considered
an	imposter	because	the	company
had	found	a	bullet-ridden	body
along	with	his	clothes	and
dispatches	and	had	buried	it
two	months	ago.	Nobody	believed
him	and	he	was	imprisoned.

○○○

UNIT 2

A. Transformation of Sentences (1)

1. Conversion of Simple Sentences to Complex Sentences

A Simple Sentence can be changed into a Complex Sentence by expanding a word or phrase into a Subordinate Clause. This Clause may be a Noun Clause, an Adjective Clause or an Adverb Clause:

Noun Clause

Simple : The time of his arrival is not known.
Complex : When he will arrive is not known.

Simple : He confessed his fault.
Complex : He confessed that he was at fault.

Adjective Clause

Simple : A man *of wisdom* is respected by all.
Complex : A man *who is wise* is respected by all.

Adverb Clause

Simple : *Without your support,* I am going to fail.
Complex : *Unless you support me,* I am going to fail.

Simple : *On seeing the lion,* she ran away.
Complex : *As soon as she saw the lion,* she ran away.

ASSIGNMENT 1

Change the following Simple Sentences to Complex Sentences:

1. The work was done in my presence.
2. He worked according to instructions.
3. Come back at seven o'clock.
4. On being punished, he cried.
5. Do you consider him trustworthy?
6. He has promised to help you.

7. He worked hard to pass the examination.
8. Their explanation cannot be true.

2. Conversion of Complex Sentences to Simple Sentences

A Complex Sentence can be converted to a Simple Sentence by changing a Noun Clause, an Adjective Clause or an Adverb Clause, as shown below:

Noun Clause

Complex : Tell me *where you live.*
Simple : Tell me *your address.*

Complex : *That you should be present is* essential.
Simple : *Your presence is* essential.

Adjective Clause

Complex : Time *which is once lost is lost* for ever.
Simple : Time *once lost* is lost for ever.

Complex : I have no advice *that I can offer you.*
Simple : I have no advice *to offer you.*

Adverb Clause

Complex : *When he had finished his work,* he went out to play.
Simple : *Having finished his work,* he went out to play.

Complex : If I make a promise, *I will keep it.*
Simple : I make a promise *only to keep it.*

ASSIGNMENT 2

Change the following Complex Sentences to Simple Sentences:

1. Tell me where you go.
2. The law will punish those who are guilty.
3. Tell me what she meant by this.
4. I do not know when I shall come back.
5. That is the pen that belongs to me.
6. A palace that is built on a hill cannot be hidden.
7. This is the place where we study.
8. He was happy when he heard the news.

3. Conversion of Compound Sentences to Complex Sentences

It is possible to change a Compound Sentence to a Complex Sentence by changing one of the Coordinate Clauses to a Subordinate Clause:

Compound : He is industrious *but* he is dull.
Complex : He is industrious *though* he is dull.

Compound : Act on my advice *or* you will come to grief.
Complex : *If you do not* act on my advice, you will come to grief.

ASSIGNMENT 3

Change the following Compound Sentences to Complex Sentences:

1. Ask no questions and you will hear no lies.
2. He stands up to speak and everyone is at once silent.
3. Speak or I fire.
4. Run fast, or you will miss the bus.
5. Exercise regularly and you will soon get slim.
6. He is wealthy but discontent.

4. Conversion of Complex Sentences to Compound Sentences

We can change a Complex Sentence to a Compound Sentence by changing a Subordinate Clause into a Coordinate Clause:

Complex : I have now found the pen that I had lost.
Compound : *I had lost the pen,* but I have found it now.

Complex : As soon as he saw the monkey, he ran away.
Compound : *He saw the monkey,* and at once he ran away.

ASSIGNMENT 4

Change the Complex Sentences to Compound Sentences:

1. If you do not run, you will not be in time.
2. She went away because she was not welcomed.
3. As soon as she heard the news, she fainted.
4. They went to play that they might win.
5. I forgave her because she was ill.
6. If you eat too much, you will be ill.

ASSIGNMENT 5

In each of the following items complete sentence B, making it as similar as possible to sentence A.

1. (A) She caught the bus and went to the university.
   (B) Having .....
2. (A) If the thief apologises, he will be pardoned.
   (B) Unless .....
3. (A) Only a fool would believe you.
   (B) None .....
4. (A) The boys stood up when they saw the teacher.
   (B) Seeing .....
5. (A) The sun was too hot for us to sit outside.
   (B) The sun was so .....
6. (A) Time is so precious that it cannot be wasted.
   (B) Time is too .....
7. (A) Gita is wearing a green frock and she is my sister.
   (B) Gita who .....
8. (A) As soon as Joe had seated himself, he asked for some water.
   (B) No sooner .....
9. (A) Children should study hard to pass the examination.
   (B) Children should study hard so .....
10. (A) The robber saw the people and took to his heels.
    (B) Seeing .....
11. (A) One should have sympathy for the poor.
    (B) One should sympathise .....
12. (A) Many years have passed since he wrote to me.
    (B) Many years ago .....

B. Creative Writing

The main purpose of writing a composition is to show your writing ability through scrutiny of expression of your ideas and their organisation.

You will be assessed on how effectively you introduce and conclude your composition. From these two paragraphs, the reader's impression of your work is formed; so it is worth making a little extra effort and spending more time over them.

Introduction

There are a number of methods you can adopt when you begin your composition, depending on the type of essay you intend to write. The narrative essay could begin with a sudden startling revelation, capturing the reader's attention at once. The argumentative essay could begin with a short anecdote, or perhaps a proverb illustrating the stand you are about to take. The descriptive essay might begin by giving relevant details.

Teachers often criticise compositions which begin with the same dull or far-fetched formula: 'It is Monday, February 24th, and I am John Smith, captain of the Spaceship *Superstar*.' Candidates are often criticised for writing factual essays which begin with 'There are many kinds of ...' followed by a list. Compare the effect of the two beginnings of an essay on 'Mountains':

(i) There are many different kinds of mountains; big ones and small ones, steep ones and sloping ones, cold ones and hot ones.

(ii) I shall never climb another mountain as long as I live.

The second example is more direct, therefore, likely to arouse the reader's interest and make him wonder why you have come to the particular decision. He will want to read on in order to find out.

Conclusion

The closing paragraph of your composition is equally important, since it will provide the final impression of your work. Many good essays are ruined because they trail off into dull insignificance as the writer seems to run out of inspiration by concluding with a few weak meaningless words. You must avoid ending so abruptly that the reader is left wondering what has happened. Examiners complain from time to time that essays have been ended as if candidates had suddenly disappeared before they had time to complete their work! Avoid such extremes in your concluding paragraph.

Various endings suggest themselves as suitable for particular types of essays. The argumentative essay is probably best concluded with a short summary of the main points already made; or else, with a final telling point that will clinch your argument. A surprise ending in the narrative essay is always something to aim for. The descriptive essay could end effectively with some general impression of various details given in the body of the essay. A final look into the future is a suitable way of concluding a reflective essay. This particular method can be used as an ending to many compositions, especially if it is done in a thoughtful manner.

Paragraphs

A paragraph is a collection of sentences on a particular theme of the main topic. When you change the theme, you change the paragraph. A good composition will be characterised, among other things, by evidence of control over ideas and expression in your paragraphs. You will be rewarded for your structuring skills, such as:

1. Your overall plan.
2. Your paragraphs.
3. Your sentences within the paragraphs.

Points to Remember

1. The best way to plan your work is to organise your ideas before expressing them in paragraphs.
2. A good composition will have:
   - A limited number of paragraphs—perhaps four or five.
   - Paragraphs of variable but reasonable length.
   - Each paragraph consists of material about one topic.
   - There should be a link between the paragraphs.
4. Begin each paragraph leaving about one inch from the left margin.

ASSIGNMENT

Write a paragraph on each of the following:

1. My ideal birthday present.
2. Make hay while the sun shines.

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Conclusion

The closing paragraph of your composition is equally important, since it will provide the final impression of your work. Many good essays are ruined because they trail off into dull insignificance as the writer seems to run out of inspiration by concluding with a few weak meaningless words. You must avoid ending so abruptly that the reader is left wondering what has happened. Examiners complain from time to time that essays have been ended as if candidates had suddenly disappeared before they had time to complete their work! Avoid such extremes in your concluding paragraph.

Various endings suggest themselves as suitable for particular types of essays. The argumentative essay is probably best concluded with a short summary of the main points already made; or else, with a final telling point that will clinch your argument. A surprise ending in the narrative essay is always something to aim for. The descriptive essay could end effectively with some general impression of various details given in the body of the essay. A final look into the future is a suitable way of concluding a reflective essay. This particular method can be used as an ending to many compositions, especially if it is done in a thoughtful manner.

Paragraphs

A paragraph is a collection of sentences on a particular theme of the main topic. When you change the theme, you change the paragraph. A good composition will be characterised, among other things, by evidence of control over ideas and expression in your paragraphs. You will be rewarded for your structuring skills, such as:

1. Your overall plan.
2. Your paragraphs.
3. Your sentences within the paragraphs.

Points to Remember

1. The best way to plan your work is to organise your ideas before expressing them in paragraphs.
2. A good composition will have:
   - A limited number of paragraphs—perhaps four or five.
   - Paragraphs of variable but reasonable length.
   - Each paragraph consists of material about one topic.
   - There should be a link between the paragraphs.
4. Begin each paragraph leaving about one inch from the left margin.

ASSIGNMENT

Write a paragraph on each of the following:

1. My ideal birthday present.
2. Make hay while the sun shines.

C. Phrasal Verbs

6. Call

Call for	*(require)*: The explosive situation *calls for* an immediate action.
	(demand): The manager *called for* an explanation for the peon's misconduc
Call in	*(summon)*: *Call in* a doctor; she is seriously ill.
Call off	*(cancel)*: The meeting was *called off* at the eleventh hour.
Call on	*(go to visit)*: The Prime Minister *called on* the President.
Call up	*(to telephone)*: *Call* me *up* tomorrow morning if the matter is urgent.
	(summon): The soldiers were *called up* during the war.

7. Carry

Carry away	*(to get very excited)*: The public was *carried away* by his speech.
Carry off	*(win)*: She *carried off* the first prize.
Carry on	*(continue)*: He *carried on* the business after his father's death.
Carry out	*(execute)*: He *carried out* the wishes of his parents.
	The officer has *carried out* his assignment.
Carry over	*(postpone)*: The meeting was *carried over* to the 19th.

8. Come

Come about	*(happen)*: How did the incident *come about?*
Come across	*(find by chance)*: I *came across* my purse in the kitchen.
Come round	*(recover)*: The patient is *coming round.*
	(to change one's mood or opinion): The Principal is *coming round* t the views of the teachers.
Come in	*(arrive)*: When does the train *come in?*
	(to become involved in something): If you want to *come in* on the deal you need to decide now.
Come into	*(inherit)*: My friend *came into* his father's property.
Come of	*(be a result of)*: His success *comes of* his hard work.
Come off	*(take place)*: The ceremony did not *come off.*
Come to	*(be a question of, about)*: When it *comes to* giving time to others, h shies away.
	(amount to): Office expenses *come to* rupees five hundred per day.

Come up	*(arise)*: Many problems *came up* during the meeting.
Come up to	*(be equal to)*: He will *come up to* the expectation of his teacher.
Come upon or *on*	*(discover or find unexpectedly)*: He *came upon* the hidden treasure in an abandoned cave.

ASSIGNMENT 1

Fill in each blank with an appropriate word or phrase.

1. The doctor was called ..... when the girl became unconscious.
2. The match was called ..... because of the rain.
3. The account was carried ..... to the next page.
4. The girl was carried ..... by his charming behaviour.
5. We will call ..... them this evening to fix the date.
6. I wanted to hear my mother's voice so I called her ..... .

ASSIGNMENT 2

Fill in the blanks with words given in the box.

across	of	round	to
about	into	to	

1. Our expenses came ..... three thousand rupees.
2. She came ..... her father's house.
3. How has this problem come ..... ?
4. They will never come ..... to our views.
5. Your project work does not come ..... the standard.
6. His wealth comes ..... his hard work.
7. I came ..... my friend in the market.

Common Errors — Agreement of the Verb with the Subject

Rewrite the following sentences correctly:

1. Either those children or my son have damaged this window.

   .....

2. One of my friends are leaving for Japan today.

   .....

3. Either you or I are to attend the meeting.

   .....

4. The President, as well as the members, are guilty.

   .....

5. Measles are a bad disease.

   .....

6. A hundred rupees are all the money she needs.

   .....

7. *Steps to Indian History* are published by Rupa.

   .....

8. The family living next door often quarrels between themselves.

   .....

9. Nobody, not even the committee members, are here.

   .....

10. The cow and calf are his only property.

    .....

D. Specimen Paper 2

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Recount a time when you experienced success. Describe how it affected you and what lessons did you learn from it.

(b) Imagine that you were asked to teach a junior class for a day. Narrate your experiences as humorously as possible.

(c) 'Tradition is an obstacle to progress.' Write *for* or *against* the statement.

(d) Destiny.

(e) Unemployment is one of the major problems confronting our country today. Express your views on the statement.

(f) Write an original or imagined story to bring about the truth of the statement:

Life is like an echo: we get back what we give.

Question 2

(a) Write a review of a book, which has become a bestseller. Base your review on the hints given below:

Name of the book — author's name — genre of the book (novel, storybook, poetry) — brief description of the content of the book — specific features of the book — reasons for its becoming a bestseller — overall impression.

(You may also include other relevant details.) [15]

(b) The Student Council of your school has decided to start a 'Photography Club' in your school. Write a proposal in not more than 150 words, stating the steps you would take to successfully establish it. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) You can ask for anything; I will give it to you.

(B) I will give you .....

Answer: (0) I will give you whatever you ask for.

1. (A) The book that I borrowed this week is better than the one I borrowed last week.

(B) The book that I borrowed last.....

2. (A) We last saw a movie together in a theatre in 2015.

(B) Never .....

3. (A) It was wrong of him to eat all the ice-cream.

(B) He ought .....

4. (A) Both the statements made by him were correct.

(B) Neither .....

5. (A) The architect said to his client, "Do you plan to have a house-warming ceremony?"

(B) The architect asked .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. Please look ..... for spelling mistakes in your essay.
2. They looked ..... the house again before deciding to buy it.
3. Her mother-in-law passed ..... last year.
4. The procession passed ..... our front gate.
5. The teacher turned ..... my proposal.
6. The job turned ..... harder than we thought.
7. He went to the railway station to see ..... his grandfather.
8. I could see ..... his game plan from the first day.
9. The Manager has called ..... an explanation.
10. Now I call ..... the Chairman to address the meeting.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

Nasa's first Mars helicopter has a name now and the credit .....(1) (go) to 17-year-old Indian-origin girl Vaneeza Rupani. She .....(2) (be) a high school junior from Alabama, who .....(3) (earn) the honour of .....(4) (name) the helicopter after she ..... (5) (submit) her essay into NASA's "Name the Rover" contest.

Destined to become the first aircraft .....(6) (attempt) powered flight on another planet, NASA's Mars Helicopter is officially .....(7) (name): Ingenuity, as .....(8) (suggest) by Rupani.

Rupani's entry was among 28,000 essays submitted by students from the USA, according to NASA, which .....(9) (make) the announcement on Rupani's .....(10) (success).

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) The room behind the laundry where my friend Ah-Yen lived was small and dingy. One picture in his room was quite noticeable, a portrait admirably executed in pen and ink. The face was that of a young man, a beautiful face, but one of infinite sadness. I had always refrained, however, from asking him about it, and it was not until the evening in question that I knew its history. Ah-Yen said: 5

(2) "I do not know," he went on, "at what precise time Fifty-Six came into my life. Initially I took no interest in him at first, even less, perhaps, since he never brought his clothes to me himself but always sent them by a boy. When he became one of my regular customers, I allotted to him number, Fifty-Six, and began to speculate as to who and what he was." 10

(3) "When I first knew him," Ah-Yen went on, "Fifty-Six was a student at the university. I inferred it from his absence from town during the four summer months, and from the fact that during the time of the university examinations the cuffs of his shirts came to me covered with dates, formulas, and propositions in geometry."

(4) "In the following winter the habit of wiping his pen upon his handkerchief, which I had seen during his final examination, became chronic with him, and I knew that he had entered upon the study of law. He worked hard during that year, and dress shirts almost disappeared from his weekly bundle. It was in the following winter, the second year of his legal studies, that the tragedy of his life began. I became aware that a change had come over his laundry; from one, or at most two a week, his dress shirts rose to four, and silk handkerchiefs began to replace his linen ones."

(5) "It dawned upon me that Fifty-Six was abandoning the rigorous tenor of his student life and was in love. When the bright days of summer were fading into autumn, I was grieved to notice an occasional quarrel—only four shirts instead of seven. Then one gloomy evening, I found on opening his bundle that he had bought a stock of celluloids, and my heart told me that she had abandoned him forever."

(6) "Then came an agonising interval of three weeks during which he sent me nothing, and after that came the last parcel that I ever received from him, an enormous bundle. In this, to my horror, I discovered one shirt, the breast of which was stained, a deep crimson with his blood."

(7) "A fortnight before, I remembered having heard the street boys crying the news of an appalling suicide, and I know now that it must have been he. After the first shock of my grief had passed, I sought to keep him in my memory by drawing the portrait which hangs beside you. The picture is, of course, an ideal one, for, as you know, I never saw Fifty-Six."

(8) On my way I mused much upon my friend and the sympathetic grasp of his imagination. But I did not want to shatter the airy castle of my friend's fancy. And in the last bundle I sent, there was a tattered shirt that had been stained by the breaking of a bottle of red ink . As far as I remember until a year ago, when I transferred my laundry, my laundry number with Ah-Yen was Fifty-Six.

(a) **(i)** Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. carried out .....
2. limitless .....
3. exact .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. picture *(line 2)* .....
2. pen *(line 3)* .....
3. dates *(line 14)* .....

(b) Answer the following questions in your own words as briefly as possible:

(i) Who was Fifty-Six? How did he get his name? [2]

.....

(ii) How did Ah-Yen come to know that Fifty-Six was a student at the university? [2]

.....

(iii) How could Ah-Yen conclude that Fifty-Six was in love? [2]

.....

(c) In not more than 100 words, state how the Number Fifty-Six was Ah-Yen's figment of imagination. (Paragraphs 3 to 7). Failure to keep within the word limit will be penalised.

You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:

UNIT 3

A. Agreement of Subject and Verb

The Verb must agree with the Subject in Number and Person. That is to say, the Verb should be of the same Number and Person as the Subject:

(a) Two or more Singular Subjects (connected by *and*) take a Plural Verb; as:

He and I *are* great friends.
Karan and his brother *were* present.

(b) If two Subjects (joined by *and*) represent one idea, then the Verb is in the Singular; as:

Bread and butter *is* a necessity, not a luxury.
Slow and steady *wins* the race.

(c) If two Singular Subjects (joined by *and*) are preceded by *each* or *every*, the Verb is Singular; as:

Every boy and every girl *was* terrified.
Each day and each hour *brings* us happiness.

(d) If two Singular Nouns refer to the same person or thing, the Verb must be Singular; as:

The priest and leader *has* come. (Only one person is referred to.)
The poet and statesman *is* dead.
(Here 'poet' and 'statesman' refer to the same person.)

Note: If the Article is used only once, the two Nouns refer to the same person, and the Verb used is Singular. But, if the Article is mentioned twice, two distinct people are intended; and, therefore, the Verb in this case must be in the Plural:

The poet and *the* statesman *are* dead. (Two people are referred to.)
The Principal and *the* Secretary *have* arrived.

(e) Two or more Singular Subjects connected by *or, nor, either... or, neither... nor'*, take a Verb in the Singular; as:

Neither food *nor* water *was* available.
Either Reena *or* Meena *is* there.

Note: (i) When the Subjects connected by *or, nor* are of different Numbers, the Verb should be Plural and the Plural Subject should be placed near the Verb; as:

Neither Rohit nor his friends *were* present.
Nitin or his brothers *are* to be blamed.

(ii) When the Subjects joined by *or, nor* are of different people, the Verb agrees in person with the one nearest to it; as:

Either you or *he* is correct.
Neither my friend nor I am sorry.

But, it is better to write:

Either you *are* correct, or he *is*.
Neither my friend is sorry nor I *am*.

(f) A Collective Noun takes a Singular Verb if the idea of oneness is expressed by the Collective Noun. If the Collective Noun connotes the individuals of the collection, the Verb must be Plural:

There *is* a large number of pupils in the class.
A number of students *were* rewarded.

(g) If two Nouns are joined by *with* or *as well as*, the Verb agrees with the first Noun, *i.e.*, if the first Noun is Singular, the Verb must be Singular, even if the second Noun is Plural; as:

The king with all his sons *was* arrested.
Suresh, as well as his friends, *has* failed the examination.
Iron as well as coal *is* found in Jharkhand.

(h) *Either, neither, each, everyone, many a,* must be followed by a Verb in the Singular; as:

Everyone *was* given a prize.
Either of the two leaders *is* competent.
Many a boy *is* tempted to do mischief.
Neither of the two applicants *is* suitable.
Each of the elements *is* found in this State.

(i) When ***none of*** is used with a plural noun or pronoun (such as them), or a singular noun that refers to a group of people or things, both singular and plural verbs can be used. For example,

None of them is coming tonight.
None of them are coming tonight.
None of the family was/were present.

Errors due to Proximity

(a) There is an erroneous tendency among students to make the Verb agree in Number with a Noun near it, instead of its proper Subject. When you are confused, make sure of the Subject of the Verb.

Examples:

The quality of the apples is good.

(The subject of 'is' is *quality* and not the apples. Hence, the correct verb is 'is' and not 'are').

The cost of all the food articles *has* risen.
One of his speeches *has* been circulated.

(b) A Relative Pronoun agrees in Number and Person with its Antecedent; as:

I am a man who *shuns* (not shun) popularity.
Ravi is one of those men who *take* (not takes) advantage of others.

(c) Some Nouns which are plural in form, but singular in meaning take a Singular Verb; as:

The news *is* good.
Physics *is* a difficult subject for some.

ASSIGNMENT

Fill in the blanks with the correct form of the verb:

1. The quality of the pens ..... not good. (*was/were*)
2. Four thousand rupees ..... a good sum. (*is/are*)
3. None but the brave ..... the fair. (*deserves/deserve*)
4. Either Reena or her brothers ..... at fault. (*is/are*)
5. Each of the boys ..... given an apple. (*was/were*)
6. A large number of children ..... present at the meeting. (*was/were*)
7. The great poet and singer ..... dead. (*is/are*)
8. Many a man ..... present. (*was/were*)
9. One of the boys ..... caught. (*was/were*)
10. Two and two ..... four. (*make/makes*)
11. The jury ..... divided in their opinion. (*was/were*)
12. The accountant and the cashier ..... absent. (*was/were*)
13. The shop, with all its contents, ... insured. (*was/were*)
14. The teacher, as well as her pupils, ... present. (*was/were*)
15. Rice and curry ..... his favourite food. (*is/are*)
16. Each of his brothers and sisters ..... at fault. (*is/are*)

B. Atmosphere in Creative Writing

The atmosphere in creative writing means the general feeling that is conveyed to the reader. The word, 'atmosphere' is used in the same way, as it would be used in everyday speech. A person might say, for instance, "The meeting between the workers and the management was conducted in a genial atmosphere." This means that the person considered that the general feeling he got from the meeting was one of friendliness. Thus, we can talk of the atmosphere of a story as being: gloomy, sombre, terrifying, evil, cheerful, happy, sordid, pessimistic, optimistic and so on.

Charles Dickens was a master at building up atmosphere. He was particularly good at conveying the atmosphere of London with its streets and slums and especially its weather. The following extract from *Dombey and Son* is a description of a neglected house. An atmosphere of decay, disuse and desolation hangs over the whole passage:

> The passive desolation of disuse was everywhere silently manifest about it. Within doors, curtains dropping heavily, lost their old folds and shapes. Mirrors were dim as with the breath of years. Pattern of carpets faded and became perplexed and faint. Keys rusted in the locks of doors. Mildew and mould began to lurk in closets.

ASSIGNMENT

Using all or some of these words and phrases, write a short paragraph on each of the following conveying the atmosphere suggested.

1. *Terror*

   Alone — lonely house — no lights — thunder and lightning — howling wind —banging o windows — howl of a dog — sounds on stairs — blood-curdling scream — scalp tingling — cold sweat — unable to move — petrified — thud of heart — pulse of blood.

2. *Gaiety*

   Children's party — happy faces — smiles — laughter — shrieks of excitement — cheer shouts — patter of feet — fun — activity — movement — running about — jumping u and down.

3. *Suspense*

   Burning building — two children trapped on high window sill — clouds of smoke crowds of people — faces looking up — sighs — gasps — voices — flames shooting u — smoke billowing — children cannot be seen — will they be there when smoke clear — fire brigade — fireman climbs up slowly — can he reach?

C. Phrasal Verbs

9. Do

Do away with	*(discard)*: Do *away with* your superstitions.
Do for	*(ruin)*: He is *done for*.
Do out of	*(cheat)*: The landlords *do* the illiterate farmers *out of* their rights.
Do over	*(do again)*: He will have to *do* the exercise *over* as it has many errors. *(renovate)*: I am *doing* my bedroom *over*.
Do up	*(comb and fasten)*: She has *done* her hair *up* before the party. *(wash and press)*: That laundry *does up* clothes well. *(arrange)*: She has to *do up* the sitting room before the guests arrive.
Do with	*(manage with or without something/somebody)*: I can even *do with* a little money.
Do without	*(manage without)*: The poor have to *do without* the luxuries of life.

10. Drop

Drop in	*(visit without prior information)*: We *dropped in* at their house on Sunday.
Drop out	*(leave)*: He *dropped out* of the picnic.

11. Draw

Draw back	*(retreat)*: He *drew back* when he found that the principal was annoyed.
Draw on	*(depend)*: He *drew on* his savings to buy a piece of land.
Draw into	*(drag)*: She *drew* me *into* an argument.
Draw to	*(attract)*: They were *drawn to* each other.
Draw up	*(make or write something that needs careful planning)*: She has *drawn up* the plan for us.

12. Fall

Fall back on	*(use in emergency)*: Save something now to *fall back on* in old age.
Fall behind	*(make less progress)*: If you do not work well, you will *fall behind* other competitors.
Fall in	*(collapse)*: The roof *fell in*. *(line up)*: The officer ordered the soldiers to *fall in*.
Fall off	*(decrease)*: Textile business *falls off* during the rainy season. *(desert)*: False friends *fall off* in adversity.

Fall out	*(quarrel)*: He has *fallen out* with his neighbour.
Fall through	*(fail)*: The scheme *fell through* for lack of funds.

13. Get

Get ahead	*(succeed)*: You cannot *get ahead* without proper planning. *(proceed)*: In order to *get ahead* in life she has to be more assertive.
Get ahead of	*(surpass)*: He *got ahead of* the other candidates. *(pass, overtake)*: There was an accident when the driver tried to *get ahead of* our car.
Get along	*(manage)*: How are you *getting along* in your studies? *(be friendly)*: She is irritable, I can't *get along* with her.
Get around	*(circulate)*: Bad news *gets around* very fast.
Get at	*(keep criticising)*: Why are you always *getting at* me?
Get away	*(escape)*: The criminals *got away* after killing three men.
Get away with	*(do something undesired without punishment)*: Many criminals *get away with* all sorts of crimes.
Get back from	*(return)*: He *got back from* Patna this morning.
Get back to	*(to return to something)*: Now he has *got back to* his studies.
Get by	*(manage unpleasantly)*: I hope I will *get by* this unruly crowd. *(pass)*: I moved my car to allow the truck to *get by*.
Get down to	*(attend seriously)*: Let us *get down* to business.
Get off	*(come down)*: She *got off* the train at Pune.
Get on	*(make progress)*: How are you *getting on* in your studies? *(be friendly)*: He is *getting on* very well with his friends.
Get out	*(publish)*: We are *getting* a new book *out*. *(be released from)*: He goes to the market when he *gets out* of work.
Get over	*(recover from)*: I have *got over* my difficulties.
Get round	*(persuade)*: He *got* me *round* to his point of view.
Get through	*(succeed in)*: He *got through* the examination.
Get to	*(reach)*: I *got to* my friend's house very late. *(start)*: He *gets to* work at 10 a.m.

ASSIGNMENT

Fill in the blanks with words given in the box.

back on	out	over
in	without	on
at	up	away
up		

1. She will do ..... a car but will not take a loan.
2. The maid has done ..... the house before their arrival.
3. She is not unduly worried about funds as she has her inheritance to fall _____.
4. The father and the son have fallen ..... with each other over a minor issue.
5. The old man has drawn ..... his plans.
6. As I reached the station I saw my train draw _____.
7. She will never be able to get ..... her husband's death.
8. Both the boys seem to be getting ..... well in school.
9. They could not understand what he was getting _____.
10. He got ..... with just a fine.

Common Errors : Use of Pronouns

Rewrite the following sentences correctly:

1. He insisted on me *to accompany* him.

   .....

2. *I and Beena* work in the same office.

   .....

D. Specimen Paper 3

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Describe a place where you feel at peace with yourself. Describe what do you do there, and why is it meaningful to you.

(b) Narrate what happened, when you were late for an important function, through no fault of your own. What was the final outcome of your visit?

(c) 'Television does more harm to students than doing them some good.' Write *for* or *against* the statement.

(d) Procrastination.

(e) Air pollution has become a curse to us. Express your views on the statement.

(f) Write an original short story, concluding with the line:

I just didn't know what to say!

Question 2

(a) Write a review of a film that you watched recently with your friends:

Name of the movie, its director and producer — genre of the film (biopic on Shakuntala Devi) — lead actors — brief outline of the plot of the film — performance by the actors — if the film justifies its title — response of the viewers.

(You may also include other relevant details.) [15]

(b) As a member of the Student Council of your school, you have been given the responsibility of setting up School Parliament. Write a proposal in not more than 150 words, stating the steps you would take to establish it. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) We only knew the truth when we read the report.

(B) Not until .....

Answer: (0) Not until we read the report, did we know the truth.

1. (A) He was very old; he could have been my grandfather.

   (B) He was old enough .....

2. (A) He reached home just as it began to rain heavily.

   (B) Hardly .....

3. (A) Unless you vacate the house, I will file a case against you.

   (B) Vacate the house, so that .....

4. (A) It's a pity, I didn't write down her address.

   (B) I wish .....

5. (A) Our meal at lunch is always well laid out and delicious.

   (B) Not only .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. Blow ..... the lamp before you sleep.
2. The bridge was blown ..... by the terrorists.
3. He is anxious to make ..... for the lost time.
4. I could not make ..... what they were saying.
5. The traitor gave ..... the secret to the enemy.
6. The roof gave ..... as it rained heavily.
7. The thief was handed ..... to the police.
8. The Manager asked him to hand ..... his resignation.
9. The new player gets ..... with everyone in the team.
10. It took her a long time to get ..... her failure in the exam.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

It is remarkable that many children in our island nation, the Maldives, do not swim. A fear of the water .....(1) (compound) by a nationwide waste problem that .....(2) (see) local island beaches as a .....(3) (dump) ground for household waste. By .....(4) (teach) children to swim, we hope that they .....(5) (learn) to love their ocean, and when they love it, they .....(6) (protect) it. We are now .....(7) (look) to scale this programme .....(8) (offer) intensive .....(9) (swim) programmes, ...(10) (partner) with other resorts.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) "I think," said the dentist, stepping outside again, "I'd better give you gas."

(2) I knew that he would not hurt me. But for a time I kept up the appearance of being hurt every few minutes, just as a precaution. Then even that had ceased and I had dropped into vainglorious apathy. It was this, of course, which had infuriated the dentist. He meant to reassert his power. He knew that nothing but gas could rouse me out of my lethargy and he meant to apply it—either gas or some other powerful pain stimulant. 5

(3) "When are you going to do it?" I said in horror.

(4) "Right now, if you like," he answered.

(5) "No, not now, I can't stay now," I said, "I have an appointment, a whole lot of appointments, urgent ones, the most urgent I ever had." I gave all the lame excuses I could think of, but suddenly I felt a longing to attend it. 10

(6) "Hold on," said the dentist. "You come tomorrow morning: I'll write the engagement for ten o'clock."

(7) I went out. On the street I met a man I knew. "Have you ever taken gas from a dentist?" I asked. 15

Example:

(0) (A) We only knew the truth when we read the report.

(B) Not until .....

Answer: (0) Not until we read the report, did we know the truth.

1. (A) He was very old; he could have been my grandfather.

(B) He was old enough .....

2. (A) He reached home just as it began to rain heavily.

(B) Hardly .....

3. (A) Unless you vacate the house, I will file a case against you.

(B) Vacate the house, so that .....

4. (A) It's a pity, I didn't write down her address.

(B) I wish .....

5. (A) Our meal at lunch is always well laid out and delicious.

(B) Not only .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. Blow ..... the lamp before you sleep.
2. The bridge was blown ..... by the terrorists.
3. He is anxious to make ..... for the lost time.
4. I could not make ..... what they were saying.
5. The traitor gave ..... the secret to the enemy.
6. The roof gave ..... as it rained heavily.
7. The thief was handed ..... to the police.
8. The Manager asked him to hand ..... his resignation.
9. The new player gets ..... with everyone in the team.
10. It took her a long time to get ..... her failure in the exam.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

It is remarkable that many children in our island nation, the Maldives, do not swim. A fear of the water .....(1) (compound) by a nationwide waste problem that .....(2) (see) local island beaches as a .....(3) (dump) ground for household waste. By .....(4) (teach) children to swim, we hope that they .....(5) (learn) to love their ocean, and when they love it, they .....(6) (protect) it. We are now .....(7) (look) to scale this programme .....(8) (offer) intensive .....(9) (swim) programmes, ...(10) (partner) with other resorts.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) "I think," said the dentist, stepping outside again, "I'd better give you gas."

(2) I knew that he would not hurt me. But for a time I kept up the appearance of being hurt every few minutes, just as a precaution. Then even that had ceased and I had dropped into vainglorious apathy. It was this, of course, which had infuriated the dentist. He meant to reassert his power. He knew that nothing but gas could rouse me out of my lethargy and he meant to apply it—either gas or some other powerful pain stimulant. 5

(3) "When are you going to do it?" I said in horror.

(4) "Right now, if you like," he answered.

(5) "No, not now, I can't stay now," I said, "I have an appointment, a whole lot of appointments, urgent ones, the most urgent I ever had." I gave all the lame excuses I could think of, but suddenly I felt a longing to attend it. 10

(6) "Hold on," said the dentist. "You come tomorrow morning: I'll write the engagement for ten o'clock."

(7) I went out. On the street I met a man I knew. "Have you ever taken gas from a dentist?" I asked. 15

(8) "Oh, yes," he said, "it's nothing." Altogether I asked about fifty people that day about gas, and they all said that it was absolutely nothing. They all said that it wouldn't hurt me, that it was nothing. So then I was glad because I knew that gas was nothing. I kept the appointment.

(9) The dentist was there with two assistants. All three had white coats on, as rigid as naval uniforms. I was laid out in my shroud in a long chair After that a gas tank and a pump were placed beside me and a set of rubber tubes were fastened tight over my mouth and nose.

(10) Then they began pumping in gas. The sensation of this part of it I cannot, unfortunately, recall. It happened that just as they began to administer the gas, I fell asleep. I don't quite know why. Perhaps I was overtired. Meanwhile they were operating.

(11) Of course I didn't feel it. All I felt was that someone dealt me a powerful blow in the face with a sledgehammer. After that somebody took a pickaxe and cracked in my jaw with it. That was all.

(12) I went home with no teeth. I only meant them to remove one, but I realised that they had taken them all out. Still it didn't matter. Not long after I received my bill. I was astounded at the nerve of it! For administering gas, so much; for removing teeth, so much;—and so on. In return I sent in my bill amounting to $400 for mental agony, for putting me under gas,for having fun with me under gas and for saying gross lies in regard to the nothingness of gas.

(13) My bill has been contested and is in the hands of a solicitor. The matter will prove, I understand, a test case and will go to the final courts. If the judges have toothache during the trial, I shall win.

(a) **(i)** Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. made someone angry .....
2. shocked .....
3. suffering .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. power *(line 5)* .....

.....

2. engagement *(line 13)* .....

.....

3. appointment *(line 20)* .....

.....

(b) Answer the following questions in your own words as briefly as possible:

(i) What excuses did the narrator give to avoid the appointment with the dentist? [2]

.....

.....

.....

.....

(ii) Describe the appearance of the staff and the equipment in the dentist's clinic. [2]

.....

.....

.....

(iii) What bill did the dentist give to the narrator? In return, what bill did the narrator give to the dentist? [2]

.....

.....

.....

.....

.....

(c) In not more than 100 words, mention the humorous elements in the passage. (Paragraphs 8 to 13). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:

○○○

UNIT 4

A. Tenses and Their Use (1)

Present and Past Tenses

It is important not to mix up time and tenses. Time is the same for everybody: past, present and future. But, the tenses of verbs do not always fit into the past, present and future. This is illustrated in the following example:

If it *rains,* I *shall stay* at *home.*

In this sentence, both the verbs refer to future time; but, the first verb is in the Simple Present Tense; it is in a Conditional Clause beginning with *if*.

Tenses of the Verb to love

		Simple	*Continuous*	*Perfect*	*Perfect Continuous*
Present	Active	I love.	I am loving.	I have loved.	I have been loving.
	Passive	I am loved.	I am being loved.	I have been loved.	
Past	Active	I loved.	I was loving.	I had loved.	I had been loving.
	Passive	I was loved.	I was being loved.	I had been loved.	
Future	Active	I shall love.	I shall be loving.	I shall have loved.	I shall have been loving.
	Passive	I shall be loved.		I shall have been loved.	

I. **Uses of Simple Present Tense:** *'I eat. He eats'.*

Simple Present Tense is used for:

1. Permanent truths:

    Summer *follows* Spring.
    Gases *expand* when heated.

2. The present period:

   My sister *works* in a bank.

3. Habitual actions:

   I *get up* at 7.
   I sometimes *stay up* till midnight.

4. Future reference (for timetable, etc):

   The concert *begins* at 7.30 p.m. next Friday.

5. Observations and declarations:

   I hope so.
   I *say* that I *love* you.

6. Instructions:

   First you *weigh* the ingredients.

7. Commentaries:

   Federer *serves* to Nadal.

II. Uses of Present Continuous Tense: *'I am eating. He is eating'.*

There are four basic uses of *Present Continuous Tense.* We use it for:

1. Actions in progress at the moment of speaking:

   He is *working* at the moment.

2. Temporary situations/actions, not necessarily in progress at the moment of speaking

   My daughter *is studying* English at Delhi University.

3. Planned actions (+ future adverbial reference):

   We are *spending* next winter in Australia.

4. Repeated actions with adverbs like *always, forever:*

   She is *always criticising* me.

III. Uses of Simple Past Tense: *'I ate. He ate'.*

We use *Simple Past* to talk about events, actions or situations, which happened in the past and are now finished. We always have to say (or imply) when the action happened; so we often use time references like *yesterday, ago, last summer,* etc.

We use this Tense:

1. to describe actions which happened in the recent or distant past:

   Sam spoke to her a moment ago.
   They invaded Rome in 410 AD.

2. to describe a past habit:

   My father always went for a walk in the morning.

3. If we do not use time references *(a moment ago, when I was young, etc.)* we imply them:

   I saw Fred in town. (*i.e.,* when I was there this morning.)
   I never met my grandfather. (*i.e.,* perhaps he died before I was born.)

IV. Uses of Past Continuous Tense: *'I was eating'.*

There are five basic uses of *Past Continuous Tense.* We use it for:

1. Temporary actions in progress in the past:

   I *was living* abroad in 1987.
   It *was raining* all night.

2. Actions which were in progress when something else happened:

   When I *was leaving,* the phone rang.

   These actions in progress are often introduced by conjunctions like *when, as, just as, while,* etc., but the shorter action can be introduced by *when:*

   We *were having* supper when the phone rang.

3. Actions in progress at the same time:

   While I *was reading,* Reena was *playing* the piano.

4. Repeated actions with words like: *always:*

   When I worked here, I *was always making* mistakes.

5. Polite inquiries:

   I *was wondering* if you could give me a lift.

V. Uses of Present Perfect Tense: *'I have eaten. He has eaten'.*

There are two basic uses of *Present Perfect Tense.* We use it to describe:

1. Actions beginning in the past and continuing up to the present moment:

   - With time references like *before (now), ever, never ...before, up till now,* so *far,* etc:

     I have received 20 cards so far.
     I have never tasted papaya (before)

   - With *since/for.*

     I have lived here since 1980. I have lived here for 20 years.

2. Actions which happened at an unspecified time in the past:

   - With no time references:

     Have you passed your driving test?

     (Depending on the context, this could mean 'very recently' or 'at time up to now'.)

- With references to recent time, like: *just, recently, already, still, yet:*

  I have just eaten.

- Repeated/habitual actions:

  I have watched him on TV several times.
  I have often met her.

VI. Present Perfect Continuous Tense: *'I have been eating'.*

1. We use *Present Perfect Continuous* in place of Simple Present Perfect when we want to emphasise that something has been in progress throughout a period:

   Instead of saying: *I have typed all day,*
   We can say: *I have been typing all day.*

   Depending on the context, this may mean I'm *still typing* or I have *just recently stopped.*

2. Some verbs like *learn, lie, rain, sit, sleep, stand, study, wait, work,* naturally suggest continuity and we often use them with *since* and *for.* We can use them in the Present Perfect Tense:

   I have *waited* here for two hours.
   I have *worked* here since 2005.

   But we most often use them in the continuous tense:

   I have *been waiting* here for two hours.
   I have *been working* here since 2005.

VII. Uses of Past Perfect Tense: *'I had eaten'.*

We use *Past Perfect* to refer to 'an earlier past', that is to describe the first of two or more actions:

First the patient died. *Then* the doctor arrived.
The patient *had* died when the doctor *arrived.*

We often introduce Past Perfect with conjunctions like *when, after, as soon as, by the time that.* We use adverbs like *already, ever, never ....before.*

VIII. Uses of Present Perfect Continuous and Past Perfect Continuous: *'I have/had been eating'.*

Past Perfect Continuous is the 'past' form of Present Perfect Continuous.

1. The progressive forms have the effect of emphasising continuity. We use them to describe actions in progress throughout a period.

   Present Perfect Continuous: She is very tired. She *has been typing* all day.

   Past Perfect Continuous: She was very tired. She *had been typing* all day.

   Depending on the context, she was still typing, or had recently stopped. *(then, not now)*

Some verbs like *learn, lie, wait, work,* naturally suggest 'continuity':

We say : *I have waited* for two hours. (*Present Perfect*)
Or : *I have been waiting* for two hours. (*Present Perfect Continuous*)
We say : *I had waited* for two hours before he arrived. (*Past Perfect*)
Or : *I had been waiting* for two hours before he arrived. (*Past Perfect Continuous*)

2. *Repeated Actions:*

   Present Perfect Continuous:

   He *has been reading* every night for a month.

   Past Perfect Continuous:

   He *had been reading* every night for a month.

3. *Drawing Conclusions:*

   Present Perfect Continuous:

   Her eyes are red. It is clear that she *has been crying.*

   Past Perfect Continuous:

   Her eyes were red. It was clear that she *had been crying.*

ASSIGNMENT

Fill in the blanks with suitable words or phrases making use of the words given in the brackets:

1. By the time we ..... the party ..... (*arrive, finish*)
2. They ..... the house before I ..... there. (*lock, get*)
3. I ..... the man as soon as I ..... the contents of the box. (*inform, check*)
4. After we ..... it on the phone, I ..... him my appeal. (*discuss, present*)
5. We ..... a good rest, when our guests ..... (*have, leave*)
6. Don't rush me, I ..... as fast as I can. (*work*)
7. She ..... to see the boss. (*still wait*)
8. You ..... aren't you? Calm down! (*constantly/be worried*)

B. Composition — Organisation

It is futile to start the actual writing of your piece without first adequately planning it. Remember that in ISC examination, planning is recognised as an activity to be assessed.

Usually, your ideas on a chosen topic will come to your mind in a haphazard way when you begin to think about it. It is important that you jot down your ideas in the form of notes. Once all your ideas are written down, you need to assemble them in a logical order. This will provide you with material for a number of separate paragraphs.

Here are two methods of planning a composition.

	There are a number of ways of putting your ideas down on a paper at the early stage. You could list them as they come to your mind, *e.g.*,
Method 1	*Childhood Memories* early memories — my house — my room — my parents — relatives — first day at school — friends and neighbours — special events — places I remember.
Method 2	You might find that a diagram or planning 'web' (Fig. 1) helps you to list your ideas more clearly. The idea here is to write down the title of the work in the centre of a diagram and then list the points you wish to include—think of a cycle wheel and spokes radiating out from the centre. Look at this second way of organising the material for Childhood Memories on the next page. Such a diagram helps you with a number of points for your paragraphs; it also gives you the content of these paragraphs and ensures that you do not lose the line of thought as you develop your essay. One of the advantages of this method is that you can subsequently develop ideas on each of the spokes as shown on the next page (Fig. 2).

Remember that the idea of planning your essay is to give you the structure—especially the paragraphs—in the finished product. So your next important task is to decide on the order of your paragraphs.

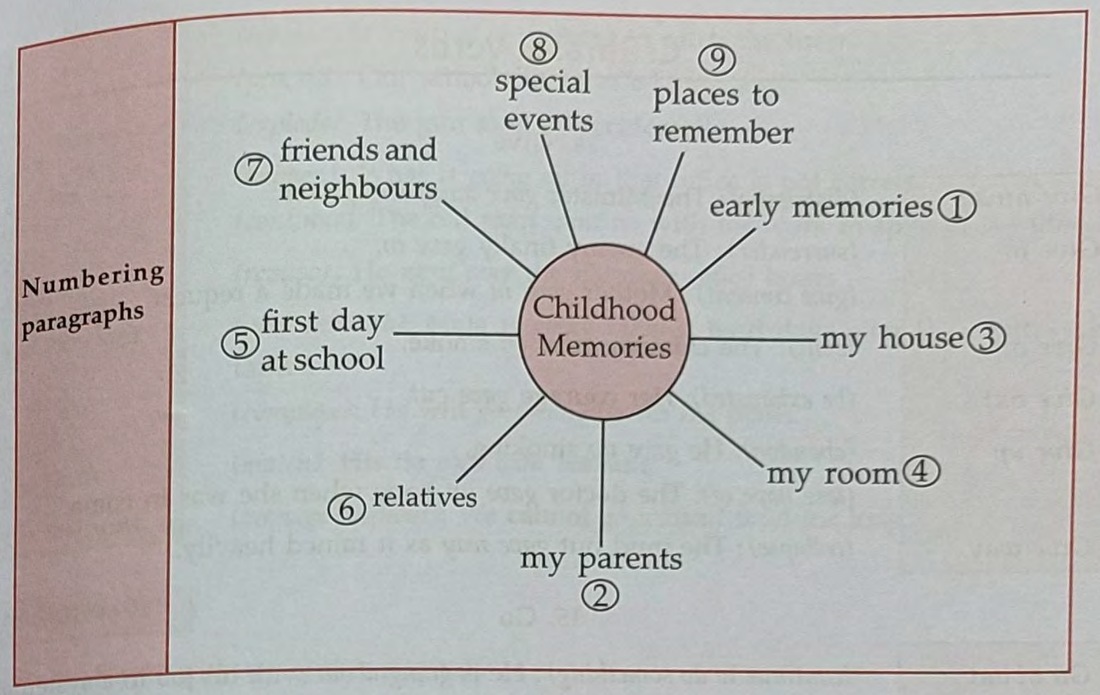


Fig. 1

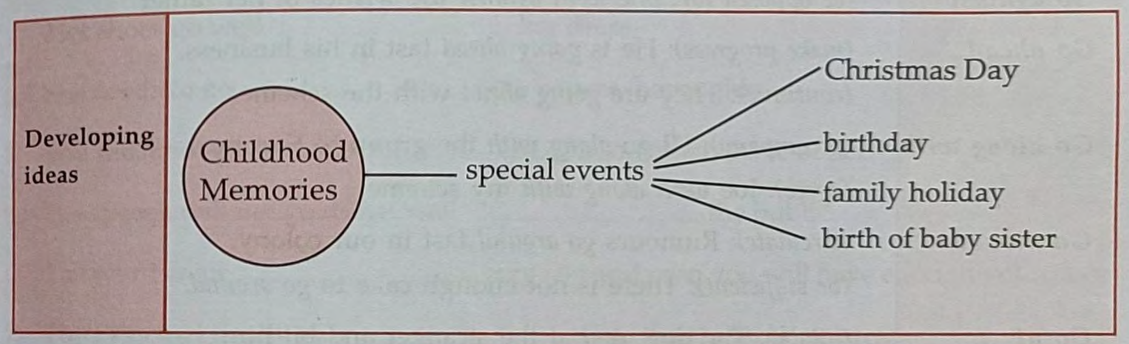


Fig. 2

ASSIGNMENT

Make a planning web for each of the following topics:

1. Advantages of shopping malls.
2. Early morning scene in the countryside.

C. Phrasal Verbs

14. Give

Give away	*(distribute)*: The Minister *gave away* the prizes.
Give in	*(surrender)*: The enemy finally *gave in*.
	(give consent): Mother *gave in* when we made a request.
Give off	*(emit)*: The chimney *gives off* smoke.
Give out	*(be exhausted)*: Her courage *gave out*.
Give up	*(abandon)*: He *gave up* smoking.
	(lose hope of): The doctor *gave up* hope when she was in coma.
Give way	*(collapse)*: The mud hut *gave way* as it rained heavily.

15. Go

Go about	*(continue to do something)*: He is *going about* with his job in a systematic manner.
Go against	*(be opposed to)*: She *went against* the wishes of her father.
Go ahead	*(make progress)*: He is *going ahead* fast in his business.
	(continue): They are *going ahead* with the scheme.
Go along with	*(accompany)*: I'll go *along with* the group to Europe.
	(agree): Joe *went along with* my scheme.
Go around	*(circulate)*: Rumours *go around* fast in our colony.
	(be sufficient): There is not enough cake to *go around*.
Go at	*(attack)*: The dog *went at* the stranger and bit him.
Go back on	*(fail to keep promise)*: Don't *go back on* your promise.
Go by	*(be guided by)*: The public servants must *go by* the rules.
	(judge from): You should not *go by* external appearances.
Go down	*(believe)*: Your statement won't *go down* well with the judge.
Go for	*(attack)*: The militants *went for* the poor farmers.
Go in for	*(to have something interesting)*: Don't *go in for* cricket in this season.
Go into	*(examine)*: The Principal is *going into* this case.

Go off	*(leave)*: He *went off* in a hurry to catch the train.
	(proceed): Our school fete *went off* very well.
	(explode): The gun *went off* accidentally.
Go on	*(happen)*: What is *going on* in that office is not correct.
	(continue): The old man *went on* with his work in spite of his illness.
Go over	*(review)*: He *went over* the file after office hours.
Go through	*(pass through)*: Mala is *going through* hard days after the death of her father.
	(complete): He will *go through* with his plans.
Go with	*(match)*: His tie *goes with* his suit.
Go without	*(manage without)*: We cannot *go without* food for long.

ASSIGNMENT

Fill in the blanks with appropriate prepositions.

1. The lawyer went ..... the case.
2. Her shoes go well ..... her dress.
3. She needs to go ..... the papers thoroughly.
4. You must not go ..... the opinion others have of her.
5. His speech will not go down well ..... the public.
6. The word went ..... very fast and soon you will have enough volunteers.
7. The Principal finally gave ..... to the students' request.
8. The bridge gave ..... as it was very old.

Common Errors : The Tenses

Incorrect	*Correct*
1. Earth is moving round the Sun.	1. Earth *moves* round the Sun.
2. He is going to school by bus every day.	2. He *goes* to school by bus every day.
3. I am seeing a van coming.	3. I *see* a van coming.
4. I have slept for nine hours last night.	4. I *slept* nine hours last night.
5. He is studying French for two years.	5. He has *studied* French for two years.

6. They have lived in this flat since twelve years.
7. I did not see her since last Sunday.
8. I have not played cricket since I have left school.
9. I will talk to her when I will meet her.

6. They have lived in this flat *since* 2000.
7. I *have not seen* her since last Sunday.
8. I have not played cricket since I *left* school.
9. I will talk to her when I *meet* her.

ASSIGNMENT 1

Rewrite the following sentences correctly:

1. If I *will have* the time, I shall visit the zoo.

   .....

2. He *didn't* yet complete his assignment.

   .....

3. I *shall look* forward to seeing you.

   .....

4. It is high time that we *leave* the place.

   .....

5. I'd rather you *will stay* at home.

   .....

6. The English alphabet is *consisting* of 26 letters.

   .....

7. Mr Sen *is owning* two houses.

   .....

8. If I *tell* the truth, no one would believe me.

   .....

9. If he *worked* hard, he would have passed.

   .....

10. *Your* is the best house in the town.

   .....

D. Specimen Paper 4

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Describe a movie where the protagonist makes a difficult choice. Do you agree or disagree with the decision he made? Why?

(b) Narrate your experience when your parents went out of station and left you alone to manage the house.

(c) 'For pollution control and better traffic management, the government should put a ban on the use of private cars.' Write *for* or *against* the statement.

(d) Knowledge.

(e) Small things make a big difference. Express your views on the statement.

(f) As the sun rose on a changed landscape.....". Complete the short story.

Question 2

(a) Write a review for a local newspaper of a cultural programme organised by an NGO on the occasion of the Republic Day. Base your report on the hints given below:

Date, venue and occasion of the programme — name of the organisers — inauguration of the programme by a celebrity — speech by the Head of the organisation responsible for organising the programme — speech by the celebrity, highlighting the importance of our Republic — cultural programme: music, dance and short-skit by the specially abled children — overall impression of the programme.

(You may also include other relevant details.) [15]

(b) As a member of the Students' Wing of the RWA of your apartments, you have been given the responsibility of organising 'Save Water' campaign in your colony. Write a proposal in not more than 150 words, stating the steps you would take to successfully organise this event. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not.

Complete sentence B, making it as similar as possible to sentence A. Write sentence B in each case. [5]

Example:

(0) (A) They explained it to her clearly; nevertheless, she refused to listen.

(B) In spite of .....

Answer: (0) In spite of explaining her clearly, she refused to listen.

1. (A) The extra work which she took on was starting to affect her health.

   (B) Her health .....

2. (A) Although he hasn't been working here long, he has already impressed the Principal.

   (B) He may not .....

3. (A) Did they give any reason for the late arrival of the flight?

   (B) Did they explain why .....

4. (A) Sonu didn't submit his project in time and he regrets it now.

   (B) Sonu wishes .....

5. (A) He enquired of us whether we are going away on the following day.

   (B) He said, "..... "

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. Look ..... me at the market. I'll be at the bookstall.
2. The whole family is looking ..... his homecoming.
3. They have put ..... the rent by a thousand rupees per month.
4. The function was put ..... till the next week.
5. The doctor advised her to cut ..... on her sugar intake.
6. The vigilance cut ..... the telephone cable yesterday.
7. Everyone had an opinion ..... the subject.
8. He changed his opinion ..... her after that incident.
9. More government money needs to go ..... the project.
10. The new tax laws go ..... the interest of the people.

Answer:

1. ..... 2. ..... 3. ..... 4. .....
5. ..... 6. ..... 7. ..... 8. .....
9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

In the middle of last year at Soneva Fushi, we set a target .....(1) (become) the first island in the Maldives to be .....(2) (complete) mosquito free. We .....(3) (decide) to trap mosquitoes by .....(4) (study) their habits and .....(5) (create) a natural trap. We .....(6) (install) 500 buckets throughout the island. In each bucket is a little swab that .....(7) (mimic) human sweat and the smell of lactic acid. We then mix sugar and .....(8) (bake) soda and create a pump system to generate CO_2. So, these traps smell and .....(9) (breathe) like a human being. The mosquitoes .....(10) (lure) into the net and then they cannot escape.

Answer:

1. ..... 2. ..... 3. .....
4. ..... 5. ..... 6. .....
7. ..... 8. ..... 9. .....
10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) One autumn I went to stay during the hunting season with some friends in a castle in Picardy. My friends were fond of practical joking, as all my friends are.

(2) The hour rang in time for going to bed, and the whole household came to escort me to my room. I entered the room, shut the door, and remained standing, holding the wax candle in my hand. I heard laughter and whispering in the corridor. Without doubt they were spying on me. I cast a glance around the walls, the furniture, the ceiling, the hangings and the floor. I saw nothing to justify suspicion. 5

(3) Then I went across to the mantelpiece and lighted all the wax candles that were on it. After that, I cast another glance around me without discovering anything. I advanced with short steps, carefully examining the room. Nothing. I inspected every article one after the other. Still nothing. 10

(4) Then I cautiously sat down. I did not venture to get into the bed. However, time was flying; and I ended by coming to the conclusion that I was ridiculous. If they were spying on me, as I supposed, they must, while waiting for the success of the joke they had been preparing for me, have been laughing enormously at my terror. So I made up my mind to go to bed. But the bed was particularly suspicious-looking. I caught hold of the side of the mattress gingerly, and very slowly drew it towards me. I dragged the sheet and the rest of the bedclothes into the very middle of the room, facing the entrance door. Then, I extinguished all the candles, and, groping my way, I slipped under the bedclothes.

(5) For at least another hour, I remained awake, starting at the slightest sound. Everything seemed quiet in the castle. I fell asleep.

(6) I must have been in a deep sleep for a long time, but all of a sudden, I was awakened with a start by the fall of a heavy body tumbling right on top of my own body, and, at the same time, I received on my face, on my neck, and on my chest a burning liquid which made me utter a howl of pain. I felt myself suffocating under the weight that was crushing me and preventing me from moving. I stretched out my hand to find out what was the nature of this object. I felt a face, a nose, and whiskers. Then with all my strength I launched out a blow over this face. But I immediately received a hail of cuffings which made me jump straight out of the bed and rush into the corridor.

(7) It was broad daylight. The noise brought my friends hurrying into the room, and we found, sprawling over my improvised bed, the dismayed valet, who, while bringing me my morning cup of tea, had tripped over this obstacle in the middle of the floor, and fallen on his stomach, spilling, in spite of himself, my breakfast over my face.

(8) The precautions I had taken in closing the shutters and going to sleep in the middle of the room had only brought about the interlude I had been striving to avoid. Ah! how they all laughed that day!

(a) **(i)** Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. conduct someone .....
2. watching someone's activity secretly .....
3. a quick look.....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. long *(line 23)*.....
2. fall *(line 24)*.....
3. felt *(line 26)*.....

(b) Answer the following questions in your own words as briefly as possible:

(i) How did the narrator suspect that his friends were spying on him? [2]

.....

(ii) What did the narrator do to his bed? [2]

.....

(iii) What happened when the narrator was fast asleep? [2]

.....

(c) In not more than 100 words, explain how was narrator's bed the centre of the story. (Paragraphs 4 to 8). Failure to keep within the word limit will be penalised. You will be required to write your points in the form of a connected passage in about 100 words. [8]

Answer:

OOO

UNIT 5

A. Tenses and Their Use (2)

Future Tense

I. *Simple Future Tense: Uses of the 'will/ shall' to refer to the future*

1. Predictions: We predict or we say what we think will happen:

   Who *will win* on Saturday? The Thunder Team *will win* on Saturday.

2. In formal style, we say: What will happen to the events that have been arranged?

   The wedding *will take place* at St. Andrew's on June 27th.

3. We use *shall* and *will* to express hopes and expectations:

   I hope *she will* get the job she has applied for. She will get a surprise.

II. *Uses of the Future Continuous Tense*

1. We use it to emphasise actions that will be in progress in the near or distant future, especially when we imagine ourselves doing something:

   By this time tomorrow, *I will be lying* on the beach.

   The progressive 'softens' the effect of *will + verb* and sounds more polite:

   When will *you finish* these letters? (e.g., boss to assistant.)

   When *will you be seeing* Mr White? (assistant to his boss)

2. We use the Future Continuous, like the Present Continuous for planned actions:

   We will be spending the winter in Chennai.

   It means that *we are going to spend* the winter in Chennai.

III. *The Future Perfect and the Future Perfect Continuous Tenses*

1. We often use the *Future Perfect* with *by* and *not ...till/until* to show that an action will already be completed by a certain time in the future.

   I will have retired by the year 2025.

   I will not have retired till the year 2025.

2. We often use the *Future Perfect Continuous* with verbs like *learn, lie, live, rain, sit, wait* and *work,* which naturally suggest continuity:

   By this time next week, *I will have been working* on this book for a year.

IV. *Uses of the 'going to' – future*

There are four basic uses of the 'going to'-future:

1. **Predictions:**

We often use *'going to'* to predict the future, especially when we can see somethin that is about to happen:

Look out! *She is going* to faint.

2. **Description of a future event:**

Mark and Tina *are going* to be married in May.

3. **Intentions:**

We often use *going to* rather than *will* in informal style:
I am going to practise the piano for two hours today.
I am going to be successful one day.

4. **Planned actions:**

We use *going to* like the present progressive or future progressive:
We are going to spend the winter in Bhutan.
Or: *We are spending* the winter in Bhutan.
Or: *We will be spending* the winter in Bhutan.

Note: We use *will* when we decide to do something at the moment of speaking: We a lost. *I will stop* and ask the way. (=I have just decided to do this.)

ASSIGNMENT

Fill in the blanks with suitable words or phrases, making use of the words given in brackets:

1. She ..... for work before the children get home from school. (*leave*)
2. Akiro ..... non-stop for fourteen hours before he reaches Japan. (*fly*)
3. They ..... work on the great dam by the end of this decade. (*complete*)
4. Radio waves from earth ..... for light years before anyone picks them up. (*travel*)
5. The President ..... the Prime Minister before flying back home. (*meet*)
6. We ..... to Pune next Monday. (*drive*)
7. By this time next year, I ..... my memoirs. (*write*)
8. I don't think I ..... him tonight. (*see*)
9. You ..... to take these new tablets four times a day. (*have*)
10. They ..... to open their instructions, until midnight. (*not have*)

B. Short Stories

The short story is the most widely practised and widely read form of literature in the world today. There is practically no subject, no human situation that has not been at some time the subject of a story. Given below are different types of stories:

- ***Adventure***

In this type of story, some central character usually goes through unusual and dangerous adventures often in search of hidden wealth or to achieve something.

- ***Horror***

These stories may be about monsters, supernatural powers, places or buildings (especially castles) where strange and frightening happenings occur.

- ***Crime or Detection***

The detective story is about murder or theft. Early in the story a crime is committed and the rest of the story is concerned with solving the mystery of the crime. These types of plots are popular with readers. Some authors well known for it are: Agatha Christie and Hillary Waugh.

- ***Mystery***

This type of story is centred around some strange and intriguing mystery which is solved in the end.

- ***Spy and Espionage***

This type of story is about secret agents, espionage, and all the mystery and danger that go with them. Perhaps the best known of all the modern spy stories are centred around James Bond, the secret agent.

- ***Humorous***

In these types of stories, humour plays a major role. Their main objective is to entertain people. A popular writer of humorous stories in English is P.G. Wodehouse.

- ***Satirical***

Satirical stories usually make fun of human feelings, political and religious organisations, habits and social customs, rich and poor, or the powerful and the weak. The best-known of this kind of writing in English is *Gulliver's Travels* by Jonathan Swift. In his account of the wars in the country of Lilliput between the Little Endians (who break their eggs on the little end) and the Big Endians (who break their eggs on the big end), he satirises the flimsy excuses that rulers of countries use to declare war.

- ***Romance***

In this type, the story is mainly about the course of love between a man and a woman, its ups and downs, and usually its final triumph in uniting the two lovers.

Science Fiction

It is a product of the great scientific and technological advances that have been made i modern times. Man's imagination has leapt ahead and sees future developments — som startling, some frightening, some pessimistic, some optimistic — that will affect the huma race. A science fiction may deal with travel to other planets or other solar systems, wi imagined wars and empires, with startling new inventions and discoveries, with contac with alien races, with the future evolution of the human race — in fact, with anythin within the range of the writer's imagination. Jules Verne, the French writer of the la century, wrote imaginative novels of this type. His best-known novel is *Twenty Thousa Leagues Under the Sea*.

The best stories are a mixture of many elements referred to above. For example, the storyli in Charles Dickens' *Bleak House* is a mixture of melodrama, mystery, detection, humo and social criticism. Just as life is a mixture of joy, disappointment, hope, sorrow, humo suffering, success, so the greatest stories reflect life with many of these elements.

Plot

A 'plot' is a carefully thought-out plan in which all the events, all the actions and reactio of the characters, contribute towards the movement of the story. The plot moves on, over series of events until the climax of the story is reached. If it is a murder story, the murder is found; if it a mystery story, the mystery is solved; if it an adventure story, the adventu is successfully concluded. This type of arranged plan is known as the 'plot' of a story.

An author who sets out to write an exciting adventure story wants a good plot centr around a hero. A plot of this nature will have exciting happenings, sudden changes fortune, and complications. In the end, however, everything sorts itself out; the hero triump and the villains are routed, or even killed. In order to write this type of story, the auth will work out a scheme. Stories of adventure, mystery, crime and detection, espionage a science fiction usually have well worked-out plots.

ASSIGNMENT

Try to sketch a plot for an adventure story. Some rough ideas are given below that may g you a start.

Adventure You meet a man somewhere who talks of a treasure — talks of a ruin temple in a jungle — shows you a magnificent jewel — talks of inscriptio on temple walls — you happen to be an expert in ancient languages go with him in search of the temple — find it — interpret inscriptio which give clues to the treasure of an ancient king — many dangers a enemies — find the treasure in a dangerous place, *e.g.*, an extinct volcan ruined caves, etc.

C. Phrasal Verbs

16. Hand

Hand down	*(give)*: The Justice *handed down* the judgement.
	(pass on, transmit): Our culture has been *handed down* to us from ancient times.
Hand in	*(submit)*: Kindly *hand in* your assignments.
Hand on	*(transmit)*: The Secretary *handed* the message *on* to the Officer.
Hand out	*(distribute)*: He *handed out* the prizes.
Hand over	*(transfer)* : She *handed over* the business to her son.

17. Hang

Hang around	*(loiter near)*: Teenagers generally *hang around* fast food restaurants.
Hang on	*(hold)*: He *hung on* to the mast till the ship sank.
Hang together	*(remain united)*: The inmates of the house have not been able to *hang* together in times of adversity.
Hang up	*(terminate a phone call)*: She *hung up*, before he could get a chance to tell her what he wanted.

18. Hold

Hold back	*(restrain)*: She *held* herself *back* from abusing him.
	(keep secret): Do not *hold back* anything from your mother.
Hold down	*(control)*: The government must *hold down* prices.
Hold good	*(apply to)*: This *holds good* for everyone.
Hold on	*(wait on the phone)*: Please *hold on;* I have sent for my uncle.
	(grasp): *Hold on* to the bars, while climbing up the stairs.
Hold up	*(delay)*: The flight was *held up* due to fog.
	(stop by force): The bus was *held up* by terrorists.

19. Keep

Keep away	*(not go near)*: *Keep away* from wild dogs.
Keep back	*(conceal)*: The government *kept* the findings of the Commission *back* from the public.

Keep off	*(stay away from)*: We should always *keep off* the grass.
Keep on	*(continue)*: She *kept on* running till she collapsed.
Keep out of	*(stay away)*: She *kept out of* my room.
Keep to	*(adhere to)*: *Keep to* the promise which you made.
Keep up	*(have same pace)*: He couldn't *keep up* with the progress of the class. *(maintain)*: *Keep up* your prestige.

ASSIGNMENT

Fill in the blanks with the words given in the box. Use the correct tense in each case.

to	up	good	back
in	off	on	around
back	out		

1. This cheque no longer holds ..... .
2. She could not hold ..... her tears, after hearing the abusive words.
3. Keep ..... trying, until you succeed.
4. You must keep ..... the left of the road.
5. She kept ..... nothing from her parents.
6. "Keep ..... the grass", said the gardener.
7. Every time we call, he hangs ..... .
8. The police arrested the young man, when they found him hanging ..... the Parliament House.
9. Please hand ..... all your keys, before leaving the office.
10. The teacher handed ..... the notebooks.

Common Errors : Use of Articles

Incorrect	*Correct*
1. I play *the tennis* at school.	1. I play *tennis* at school.
2. He lives at *the New Street* in Patna.	2. He lives at *New Street* in Patna.
3. *The wheat* is the staple food in Europe.	3. *Wheat* is the staple food in Europe.
4. *Cement* that I bought today is damp.	4. *The cement* that I bought today is damp.
5. Mr Rai has invited her to *the dinner* tonight.	5. Mr Rai has invited her to dinner tonight.
6. She enjoyed *dinner* Mr Rai gave her.	6. She enjoyed *the dinner* Mr Rai gave her.

Rewrite the following sentences correctly:

1. Sana is cleverer of the two sisters.

   .....

2. Both his sons go to the school.

   .....

3. I went to hospital to visit my sick uncle.

   .....

4. There is a school for blind in the city.

   .....

5. Sun is a bright today.

   .....

6. Joe reads Bible every day.

   .....

7. I watched the film from the beginning to the end.

   .....

8. This year the Deepavali falls on a Sunday.

   .....

D. Specimen Paper 5

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any one of the following subjec
(You are reminded that you will be rewarded for orderly and coherent presentation of materia
use of appropriate style and general accuracy of spelling, punctuation and grammar.) [2

(a) Often people look back on their failures and ponder how they could have prevent their mistakes. Describe one such mistake that you still regret and feel that you cou have checked yourself from committing it.

(b) Narrate an incident which taught you that life is too momentary to be wasted in id pursuits.

(c) 'Students should be allowed to use computers and tablets in classrooms.' Write *for* o *against* the statement.

(d) Ambition.

(e) The best teachers of humanity are the lives of great men. Express your views on th statement.

(f) Write an original story ending with: A man who wants to do something will find a wa a man who doesn't, will find an excuse.

Question 2

(a) Write a speech, you have to deliver on the occasion of Gandhi Jayanti, during th morning assembly in your school. Use the points given below:

Salutation or Greeting — occasion (Gandhi Jayanti) — Significance of the occasion - teachings of Mahatma Gandhi — relevance of his teachings today — the best tribu which the students can pay to Mahatma Gandhi.

(You may also include other relevant details.) [1

(b) As the Head Boy/Head Girl of your school, you have been given the responsibility establishing a 'Garden Club' in your school. Write a proposal, in not more than 1 words, stating the steps you would take to successfully establish this club. [1

[The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to taken. A concluding statement is desirable.]

Question 3

Answer sections (a), (b) and (c).

(a) In each of the following items, sentence A is complete, while sentence B is no

Complete sentence B, making it as similar as possible to sentence A. Write sentence B in each case. [5]

Example:

(0) (A) It would be a good idea if we went through the exercise again.

(B) We had .....

Answer: (0) We had better go through the exercise again.

1. (A) The announcement is to be made this evening.

(B) All that one has to do .....

2. (A) As I get older, I become more irritable.

(B) The .....

3. (A) Although he aspired for public recognition, he remained relatively unknown.

(B) In spite of .....

4. (A) They had to spend a night in a hotel because the flight was delayed.

(B) If .....

5. (A) You never know what is going to happen, do you?

(B) One .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. He is always running ..... his cousins behind their backs.
2. I ran ..... an old school teacher in the market today.
3. When the father died, the son took ..... the family business.
4. They often take me ..... my sister.
5. My neighbour is always running ..... of sugar and borrowing some from me.
6. If they keep on torturing him he would run ..... .
7. He had a miserable past and he never looks ..... on it.
8. His business is looking ..... .
9. When the police questioned him, he broke ..... and confessed.
10. The Second World War broke ..... in 1939.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

For the first time in the country, a tribal carnival .....(1) (hold) to showcase and promote various facets of tribal culture on a large scale. There will also be a special programme on traditional folk healing. The carnival .....(2) (inaugurate) by the Prime Minister.

The carnival .....(3) (aim) at .....(4) (showcase) and .....(5) (promote) various facets of tribal culture on a wider scale. The underlying idea is .....(6) (preserve) various facets of the tribal life related to culture, traditions, customs and skills and .....(7) (expose) it to the general population with a view .....(8) (utilise) the potential for overall holistic development of the Scheduled Tribes.

The events during the carnival .....(9) (be) a mix of live musical and dance performances, exhibitions, display of craft, fashion show, panel discussion, book fair, etc. Around three thousand tribals from across the country .....(10) (expect) to take part in the carnival.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) One night in autumn, the forces were awaiting orders to march. On the slope of a hill, one of them, Edmond, was trying to decipher a letter.

(2) The letter had made Edmond heart sick and home sick. He was thinking of a certain spring day; when a girl, Octavie was saying goodbye to him. She unclasped from her neck the locket which she fastened around his neck. It was an old fashioned golden locket bearing miniatures of her father and mother with their names and the date of their marriage. He turned over, burying his face in his arm and there he lay still and motionless.

(3) A man was picking his way across the plain. A dark skinned person accompanied him. There was a soldier—a mere boy—lying with his face to the sky. Around his neck hung a gold chain and locket. The priest, bending over him, unclasped the chain and removed the locket from the dead soldier's neck.

(4) Octavie was so young and the world was so beautiful that there came over her a sense of unreality as she read again and again the priest's letter with which the locket had come back to her. Oh! She could not believe that one of those dead was her own!

(5) Along the leafy road in central Louisiana, an old fashioned car was running on a spring morning. Within the vehicle were seated the fair Octavie and the father of her lover, Judge Pillier. Octavie wore a plain black dress. Beneath the folds of her bodice nestled the old locket. She never displayed it now.

(6) They neared the house. The old gentleman placed an arm around the girl's shoulders and turning her face up to him he said: "Do you not think that on a day like this, miracles might happen?"

(7) They turned into the avenue leading to the house. A whole choir of feathered songsters fluted a sudden torrent of melodious greeting from their leafy hiding places.

(8) Octavie felt as if she had passed into a stage of existence which was like a dream, more sad but real than life. There was the old gray house with its sloping eaves. Amid the blur of green, and dimly lit lamp, she saw familiar faces and heard voices as if they came from far across the fields, and Edmond came near her. Her dead Edmond; her living Edmond.

(9) It was many hours later that Octavie drew the locket from her bosom and looked at Edmond with a questioning appeal in her glance.

(10) "It was the night before the battle," he said. "In the hurry of the encounter, and the retreat next day, the locket apparently was with me till the fight was over. I thought, of course, I had lost it in the heat of the struggle, but it was stolen."

(11) "Stolen," she shuddered, and thought of the dead soldier with his face uplifted to the sky in an agony of supplication.

(12) Edmond said nothing; but he thought of his fellow dead soldier.

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. make out the meaning after reading something .....

2. very small size of the original .....

3. comfortably placed .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. spring *(line 4)* ....

....

2. date *(line 6)* ....

....

3. still *(line 7)* ....

....

(b) Answer the following questions in your own words as briefly as possible:

(i) Why did the letter make Edmond home sick and heart sick? [2]

....

....

....

....

(ii) How was the locket lost and how was it restored to Octavie? [2]

....

....

....

....

(iii) It is said that miracles might happen. What kind of miracle happened to Octavie? [2]

....

....

....

....

(c) In not more than 100 words, briefly narrate the significance of the locket in the story (Paragraphs 2 to 10). Failure to keep within the word limit will be penalised. You will be required to write your points in the form of a connected passage in about 100 words. [8]

Answer:

○○○

UNIT 6

A. Active and Passive Voice

The *Voice* of a Verb indicates whether its Subject is the doer or the sufferer of the action.

1. John *cooked* the food last night.
2. The food *was cooked* by John last night.

Both the sentences express the same meaning. But in sentence 1, the Subject (*John*) is the doer of the action; so the Verb (*cooked*) is said to be in the Active Voice.

A Verb is in the *Active Voice* when its form shows that the person or thing denoted by the Subject does something. In other words, the Subject is the doer of the action.

In sentence 2, the Subject (*the food*) is the sufferer or receiver of the action; so the Verb (*was cooked*) is said to be in the Passive Voice.

A Verb is in the *Passive Voice* when its form shows that something is done to the person or thing denoted by the Subject.

Active Voice is more commonly used as compared to the Passive Voice because it is direct and forceful.

Use of Passive Voice

- *To eliminate the mention of the agent:*

  The ship was wrecked.
  Ravi was found stealing.
- *To give emphasis to the recipient of the action:*

  English is spoken all over the world.
  I have been invited to the party.
- *To make an impersonal statement:*

  It is hoped that the share prices will fall.

Form of the Passive

Passives can be framed in the following ways:

- *A tense of to be + past participle*

  Active : He cooks/has cooked/will cook the food.
  He is/was cooking the food.
  Passive : The food is/has been/will be + cooked by him.
  The food is/was being + cooked by him.

- *Modal + be/have been + past participle*

  Active : He may/may have cooked the food.
  Passive : The food may be/have been + cooked by him.
- *Infinitive: to be/to have been + past participle*

  Active : He is/was to cook the food.
  Passive : The food is to be/was to have been + cooked by him.
- *– ing form: being/having been + past participle*

  Active : cooking/having cooked.
  Passive : being/having been + cooked.

Conversion from Active Voice to Passive Voice

1. If a Transitive Verb has two Objects, any of the two Objects may become the Subject in the Passive Voice.

   Active : Mary taught Ravi French.
   Passive : Ravi *was taught* French by Mary.
   French *was taught* to Ravi by Mary.
2. When a Prepositional Verb is changed from Active to Passive Voice, the Preposition should not be dropped.

   Active : They laughed at the joker.
   Passive : The joker *was laughed* at by them.
3. To change Auxiliary Verbs from Active to Passive Voice, add 'be' along with the Past Participle to the Verb.

   Active : Ramesh can do the work.
   Passive : The work *can be done by* Ramesh.
4. To change Imperative Sentences from Active to Passive Voice, 'let be' is used if the sentence is to remain Imperative; otherwise 'should be' is used.

   Active : Open the door.
   Passive : *Let* the door *be* opened.
   The door *should be* opened.
5. If Intransitive Verbs are used, the change of Imperative Sentences into Passive Voice, is carried out in the following manner:

   Active : Sit down.
   Passive : *You are ordered* to sit down.
6. Sometimes, a Transitive Verb is not changed to Passive form but gives the Passive sense.

   Sugar tastes sweet. (*i.e.*, Sugar is sweet when it is tasted.)
   These grapes taste sour. (*i.e.*, These grapes are sour when they are tasted.)

7. Continuous form: Like most continuous forms, the Passive Continuous is concerned with the continuity rather than the complete state of an action.

The labourers are cutting the firewood. *(Active)*

The firewood is being cut by the labourers. *(Passive)*

The farmers are ploughing the fields. *(Active)*

The fields are being ploughed by the farmers. *(Passive)*

8. Impersonal Use — 'It is': The Passive Voice offers the useful way of expressing something impersonally.

It is hoped that	*for*	People hope that .....
It is said that	*for*	People say that .....
It is believed that	*for*	People believe that .....

This form of Passive Voice is often found in reports:

It is hoped that survivors will be found.

It is said that the price of essential commodities will come down.

The Impersonal Use often offers an alternative to the less formal second person use.

You usually find that .....

The use can also replace the third person 'One' form.

One usually finds that .....

becomes:

It is usually found that .....

Examples:

1. They had to borrow a bicycle from a cottage. *(Active)*

   A bicycle had to be borrowed from a cottage. *(Passive)*

2. It disappoints me that the Committee has adopted an unrealistic policy. *(Active)*

   I am disappointed that an unrealistic policy has been adopted by the Committee. *(Passive)*

3. Give the command. *(Active)*

   Let the command be given. *(Passive)*

4. The police were taking him to the cell. *(Active)*

   He was being taken to the cell by the police. *(Passive)*

5. We respectfully notify customers that they may not bring dogs into the restaurant. *(Active)*

   Customers are respectfully notified that dogs may not be brought into the restaurant. *(Passive)*

ASSIGNMENT

In each of the following items, sentence A is complete, but sentence B is not. Complete sentence B, making it as similar in meaning to sentence A. Write down sentence B complete in each case.

1. (A) Three men are loading the wagon.
   (B) The wagon .....
2. (A) The President gave Sasha a reward for her bravery.
   (B) Sasha .....
3. (A) Mr Singh was known to be a cruel man.
   (B) People .....
4. (A) Alas! We shall hear Rajiv's voice no more.
   (B) Alas! Rajiv's voice .....
5. (A) One of the most eminent scholars of the day reviewed the book on wildlife.
   (B) The book .....
6. (A) Why did Sam deprive you of your money?
   (B) Why were you .....
7. (A) Short skirts are now being worn again.
   (B) Girls are .....
8. (A) Too much is being taken for granted.
   (B) They are .....
9. (A) The king's subjects accused him of various offences.
   (B) The king was .....
10. (A) Who has broken the glass?
    (B) By whom .....
11. (A) We so often feel that these situations need never arise.
    (B) It .....
12. (A) They must listen to his voice.
    (B) His voice .....
13. (A) Varun hoped to succeed his father.
    (B) It .....
14. (A) There is reason to believe that they have saved the crew.
    (B) It is .....
15. (A) No one ought ever to make so false an accusation.
    (B) So false an accusation .....

B. Directed Writing – II

1. Review of a Cultural Programme

A cultural programme is a programme comprising music, dance, folk-songs, folk-danc short skits, etc., aimed at highlighting the values and culture of a society. A review of suc a programme must include the following:

- Date and venue of the programme.
- Entertainment programme
- Highlights of the programme
- Inauguration by a Chief Guest.
- Other important features
- Reaction of the audience.

Model Cultural Programme Review

Outline: Date and venue of the programme — inauguration — the division of the area int pavilions and their decoration — the goods available in different pavilions — the food cou and the cookery contest —cultural programmes — the overall impression among the visitor

National Cultural Festival

A ten-day National Cultural Festival held at the Jawahar Lal Nehru Stadium, New Delhi from November 5 to November 14, 20... was inaugurated by the Secretary, Ministry o Culture. The entrance to the venue was tastefully decorated, highlighting the cultura diversity of India. The fair area was divided into a number of pavilions, with each State being allotted a separate area. Each pavilion was artistically designed with the themes o that region. The pavilions carried stalls selling handicrafts and handloom items of the region There were performers rendering various folk arts by way of impromptu performances.

To add to the fun there were people dressed up as various characters from the epics Young and old, everybody seemed excited to have 'selfies' with these characters. The organiser of the festival, Mr Shubendu Das, said that he considered it the best way to make people aware of our rich culture and mythology.

The huge food court, with cuisine from all corners of India, was the star attraction o the festival. In these stalls, people could not only relish various dishes, but could also buy raw material and get the recipes to prepare these dishes. Another irresistible feature especially among the foodies was a cookery contest, judged daily by the celebrity chefs.

At the other end of the stadium was a huge stage that had been erected for cultural programmes each evening. The magnificent stage, the early winter breeze, the sound o drums and the background music, created a serene, enjoyable atmosphere. The soulful renditions by popular as well as upcoming singers, not to forget melodious ghazals enthralled the audience. The overall feel among the visitors was that they would wait with anticipation for the festival next year.

ASSIGNMENT 1

1. A three-day cultural programme was organised at the Rangpuram auditorium, to showcase the various folk-dances of the North-Eastern States of India. Write a review of the programme for a local newspaper.
2. Your school organised a cultural programme on the occasion of its Founders' Day. Write a review of the programme for your school magazine.

2. Speech Writing

At some point in our life, whether at school or at the workplace, it is likely that we are called upon to give a speech. At the ISC Examination, the candidates may be required to write their view point on a particular topic in the format of a speech delivered to a live audience. So, it is more or less like an opinion based essay but in the format of a speech, where the students are required to use 'I' and give their personal opinion. The following steps will help you feel confident in the writing process that is integral to giving a good speech no matter what the topic may be.

First, collect all the relevant information on the topic and write accordingly. Secondly, write exactly what you want to convey to the audience. As Winston Churchill said: "If you have an important point to make, don't try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time with a tremendous whack."

The introduction of the speech should immediately let the audience (readers) know what to expect from the speech. Then go on to elaborate what is said in the introduction proving it with examples. Make an apt conclusion to your speech by including a strong affirmative statement.

Model Speech Writing

Outline: Meaning of true happiness — difference in the lives of our ancestors and present generation — the present generation lacks true happiness: materialistic life, slaves to machines — lack of true bonds of love in nuclear families of today — forefathers happier than us.

Are We Happier Than Our Forefathers?

Respected Principal, Teachers and Dear Friends,

I am here to express my opinion on whether we are happier than our forefathers or not.

If we think that happiness consists of material comforts, we are happier than our forefathers. However, if we consider happiness as a state of well-being characterised by contentment and joy, our forefathers were far happier than we are.

If our forefathers woke up from their eternal sleep, they would be wonderstruck at the changes brought about by their children in this world. In their days, there were no railways, telephones, motor cars and aeroplanes. There was no electricity and there were no comforts which we enjoy now. They had to travel on foot for days together if they

wanted to visit distant places. There was not much advancement in medical science and the epidemics used to take a heavy toll on human lives. They were haunted by unknown fears and strange superstitious beliefs. They were at the mercy of forces of nature and paid obeisance to every object of nature out of ignorance.

True, the innumerable inventions of science have made our lives more comfortable but we are not happier than our forefathers. Our forefathers lived a simple life. They were strong, healthy and enjoyed simple things in life. On the other hand, present day men have become ease-loving idle persons. They do not like to do manual work as they consider it below their dignity. As such, they have become slaves to machines.

Our forefathers had fewer wants, which they satisfied by utilising the products of nature. The present generation, on the other hand, has more needs that can be satisfied only with money. Our ancestors used to brush their teeth with the bark of a tree, bathe with cold water using some herbs. They had *paranthas* or *chapattis* with home-made butter for breakfast. The present generation needs toothbrush and toothpaste for cleaning their teeth; soaps and shampoos for bathing; geysers to heat water; and bread, butter, eggs, tea and coffee for breakfast. The present generation is seen hankering for comfort all the time. They have adapted themselves to a life of luxury. They are ready to sacrifice health in order to pursue material happiness.

Our forefathers lived in a joint family where they were happier than we are. They cared for one another. The bond of love which they shared is non-existent in the nuclear families of the day. The idea of material acquisition has led to conflicts in society. It has led to loneliness in life. Family values are dwindling and shallowness has crept in. There were no such things during the time of our forefathers. There were practically no divorces and single earner could raise a big family which is quite unimaginable today. So the boom of expectation that has come with increased affluence has brought with it poverty in human love.

The secret of happiness lies in the simplification of our wants and a calm and collected attitude towards life. This was what our forefathers had. Definitely they were happier than us.

Thank you.

ASSIGNMENT 2

1. You have been asked to deliver a speech on the occasion of the World Yoga Day describing the benefits of yoga. Prepare a suitable speech on the above topic.
2. You are the Head boy/Head girl of your school. Write a speech to be delivered at the morning assembly describing the role of the youth in nation building.

C. Phrasal Verbs

20. Lay

Lay by	*(reserve for the future)*: *Lay by* some money for a rainy day.
Lay down	*(sacrifice)*: The soldier *laid down* his life for the country.
	(fix, establish): New rules have been *laid down* to deal with tax evaders.
Lay off	*(dismiss)*: The factory had to *lay off* some workers.
Lay out	*(arrange)*: *Lay out* the table for dinner.
Lay up with	*(confined to bed)*: She is *laid up with* malaria.

21. Look

Look after	*(take care of)*: She *looks after* her uncle's dog.
Look ahead	*(plan for the future)*: One should *look ahead* for success.
Look around	*(search)*: I'm just *looking around* for a pencil.
Look at	*(to direct one's gaze seriously or with concentration)*: The teacher took a *look at* what Anil was doing.
Look down on/upon	*(hate)*: One should not *look down upon* the poor.
Look for	*(search)*: He is *looking for* a job.
Look forward to	*(expect with pleasure)*: I am *looking forward to* the visit of my sister.
Look in	*(make brief visit)*: She *looked in* to see her old aunt.
Look into	*(make investigation)*: The army is *looking into* this case.
Look on	*(regard as)*: I *look on* him as an authority on Shakespeare.
Look over	*(examine)*: The Finance Minister *looked over* the papers before placing the budget in the Parliament.
Look through	*(go through)*: She quickly *looked through* the newspapers.
Look to	*(expect from)*: He *looks to* his father for guidance.
Look up	*(improve)*: Share prices are *looking up* these days.
	(search): I am *looking up* the word in the dictionary.

22. Make

Make away with	*(steal)*: The servant *made away with* ten thousand rupees.
Make for	*(rush to)*: We *made for* home when it rained.
Make off	*(hurry away)*: The car *made off* after the shooting.
Make out	*(understand)*: I can't *make out* anything in his letter.
	(claim): He *makes* himself *out* cleverer than he is.
	(argue): The lawyer *made out* the case of Mr Verma successfully.
	(construct or make from): He *made* a beautiful idol *out* of wood.
Make over	*(transform)*: He *made over* his old office.
	(transfer): He *made over* all his property to the family.
Make up	*(fabricate)*: The boy *made up* a story for his absence.
	(apply cosmetics): She *makes* herself *up* when she goes for a party.
	(compensate for): The losses of the riot victims have not been *made* by the government.
	(take decision): She *made up* her mind to go abroad.

ASSIGNMENT

Fill in the blanks with the words given in the box.

after	to	to	down upon
into	up	up to	

1. We look forward ..... holidays.
2. We look ..... our Constitution to give us a political solution.
3. The nurse looked ..... the child.
4. Next week we shall look ..... the case.
5. Look ..... the word in the dictionary.
6. We must look ..... our teachers as our parents.
7. We should not look ..... the poor.

D. Specimen Paper 6

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Imagine that you were looking through a window. Describe what you saw and why it was meaningful to you?

(b) One of Robert Frost's famous poems tells us about a man who takes the road less travelled. Narrate about a time when you chose the less travelled path.

(c) 'A man's success depends on opportunity and not on his character.' Write *for* or *against* the statement.

(d) Attitude

(e) 'Forests are the lungs of Earth.' Express your views on the statement.

(f) Write an original story beginning: We were just about to board the plane when ..... .

Question 2

(a) A penfriend of yours, living in Australia, wants to visit Himachal Pradesh. Write a report based on a travel brochure, telling him/her about the places to visit and all other information required by a foreigner visiting India for the first time. Base your report on the points given below:

Location of Himachal Pradesh — its climatic condition — brief outline of its culture — major tourist attractions — best time to visit — accommodation — food — connectivity.

(You may also include other relevant details.) [15]

(b) As a member of the Student Council of your school, you have been given the responsibility of organising a 'Career Quest' for the students of Classes XI and XII. Write a proposal in not more than 150 words, stating the steps you would take to successfully organise this event. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

4/06/2021

Example:

(0) (A) She complained that her leg was paining.

(B) She complained of .....

Answer: (0) She complained of pain in her leg.

1. (A) Her refusal to sign the will greatly disappointed her sons.

   (B) In refusing .....

2. (A) The spread of local market along the road might delay traffic.

   (B) Traffic .....

3. (A) Only the foundation and nothing else of the fort remains.

   (B) All .....

4. (A) To what extent does this insurance cover you?

   (B) How far .....

5. (A) How many people can this auditorium accommodate?

   (B) What is .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.)

1. The cake was shared ..... her children.
2. The property was shared ..... two brothers.
3. Chandan fell ..... with his family.
4. All his plans fell ..... due to lack of planning.
5. We should not go back ..... our promise.
6. The gun went ..... by accident and hit the tree.
7. She puts ..... an artificial accent to impress us.
8. Where were you put ..... for the night?
9. He has set ..... some money for his children.
10. He set ..... for Japan last Monday.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

Yoga can help in improving the quality of life of drug users and reduce the frequency of their drug use, says a recent study .....(1) (conduct) by the Delhi-based AIIMS. The study .....(2) (use) Sudarshan Kriya Yoga (SKY) and meditation as a treatment along with the regular treatment among a group of drug addicts specially heroin users.

SKY consists of a specific sequence of varying .....(3) (breathe) rates separated by brief periods of normal breathing.

Eighty-four heroin users .....(4) (undergo) treatment at a community-based clinic of National Drug Dependence Treatment Centre (NDDTC), ...(5) (participate) in the study, which .....(6) (conclude) at AIIMS.

The study .....(7) (show) that yoga intervention .....(8) (produce) a significant change in the physical, social relationship and environmental domains of quality of life.

More studies need .....(9) (carry) out in different settings with a larger sample size .....(10) (replicate) the findings of this study.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) Trysdale was standing by a table in his bachelor apartments. On the table stood a singular-looking green plant in a red earthen jar. The plant was one of the species of cacti. Shaken rudely by the uncompromising fact, he had suddenly found himself confronted by a thing he had never before faced—his own innermost, unmitigated, arid unbedecked self. He saw all the garbs of pretence and egoism that he had worn now turn to rags of folly. Vanity and conceit? These were the joints in his armour. And how free from either she had always been. 5

(2) As Trysdale searched in his memory for where he erred, he remembered how she had always insisted upon placing him upon a pedestal, and he had accepted her

homage with royal grandeur. She had invested him with an almost supernatural number of high attributes and he had absorbed her admiration as the desert sand soaks up rain.

(3) Recalling the night on which he had proposed to the beautiful girl to marry him, she had said: "And Captain Carruthers tells me that you speak the Spanish language like a native. Why have you hidden this accomplishment from me? Is there anything you do not know?"

(4) Trysdale knew very well that this was not true and all his Spanish was mugged up from Spanish phrases which he had picked from the dictionaries and used them only to show-off. But, alas! the incense of her admiration was so sweet and flattering. He allowed the imputation to pass without denial.

(5) He could have sworn, and he could swear now, that unmistakable consent was in her eyes, but, coyly, she would give him no direct answer. "I will send you my answer tomorrow," she said; and he smilingly granted the delay. The next day he waited, impatiently, in his room for the word. At noon Captain Carruthers came to the door and left the strange cactus in the red earthen jar. There was no note, no message, merely a tag upon the plant bearing a foreign or botanical name. He waited until night, but her answer did not come. His large pride and hurt vanity kept him from seeking her. From that day, they had drifted apart. Where was his fault? Who had been to blame? Humbled now, he sought the answer amid the ruins of his self-conceit.

(6) At this, moment, Trysdale's friend and his beloved entered his room. "Wherever did you rake up this cactus, Trysdale?" he asked.

(7) "A present," said Trysdale, "from a friend. Know the species?"

(8) "Very well. It's a tropical concern. See hundreds of them every day. Here's the name on this tag tied to it. Know any Spanish, Trysdale?"

(9) "No," said Trysdale, with the bitter wraith of a smile. "Is it Spanish?"

(10) "Yes. The natives imagine the leaves are reaching out and beckoning to you. They call it by this name—Ventomarme, which means in English, 'Come and take me'".

(a) **(i)** Given below are *three* words and phrases. Find the words which have a similar meaning in the passage:

1. real .....
2. fragrance .....
3. charge .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage:

1. joints *(line 6)* ..... [3]
2. pedestal *(line 9)* .....
3. high *(line 11)* .....

(b) Answer the following questions in your own words as briefly as possible:

(i) What did Trysdale find himself confronted with? What did he discover about himself? [2]

.....

(ii) How did Trysdale's lady-love treat him? [2]

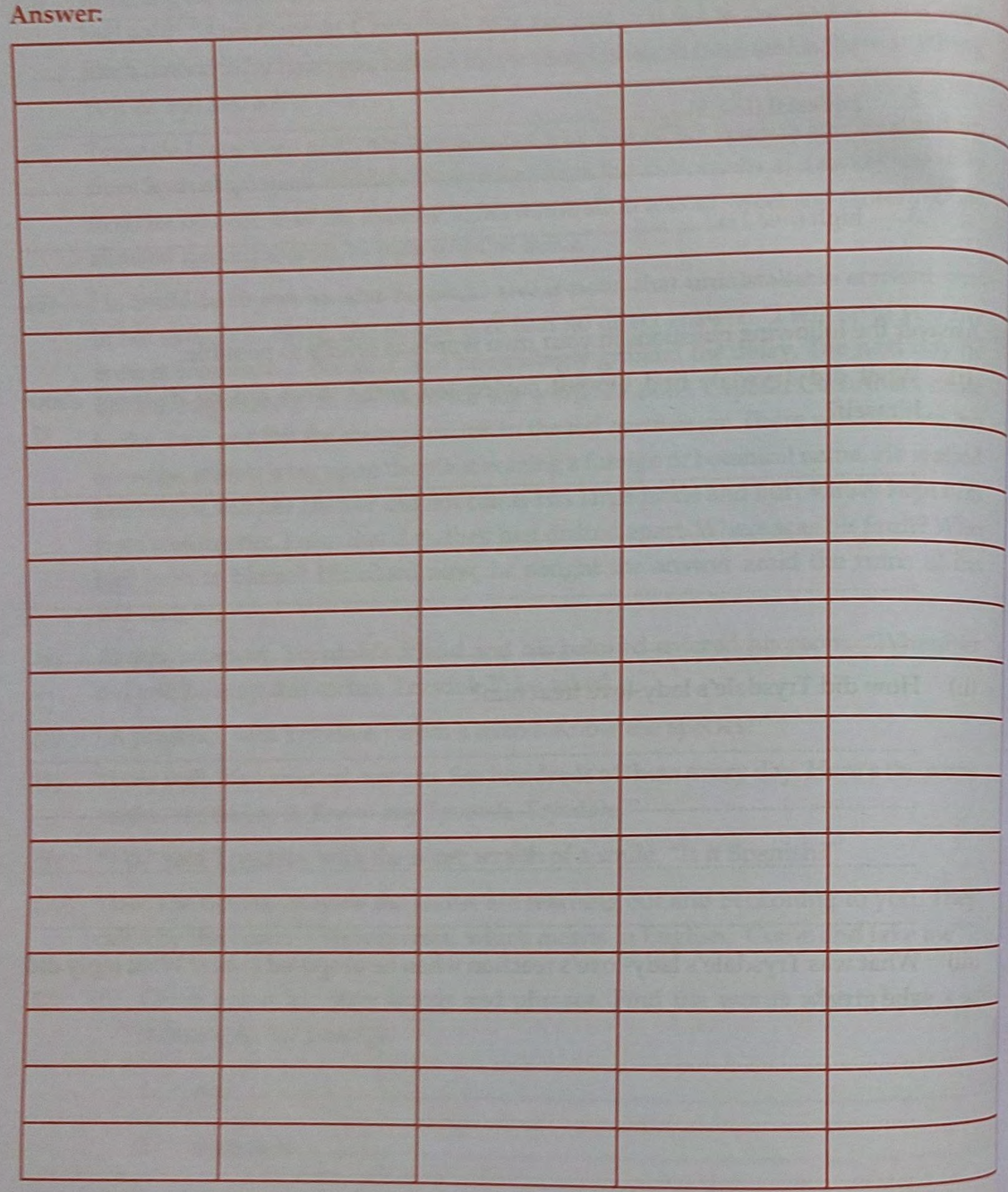
.....

(iii) What was Trysdale's lady-love's reaction when he proposed to her? What reply did she give? [2]

.....

(c) In not more than 100 words, summarise how Trysdale's vanity and self-conceit were responsible for losing his lady-love. (Paragraphs 3 to 10). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:



OOO

UNIT 7

A. Sequence of Tenses

The Sequence of Tenses is the principle, according to which the tense of the verb in the subordinate clause follows the tense of the verb in the principal clause.

There are two main rules governing the sequence of tenses.

Sequence of Tenses: Rule I

If the Principal Clause is in the present or future tense, the tense of the verb in the Subordinate Clause can be: Past, Present or Future, depending on the sense conveyed, as:

She says that she *has done well* in the examination.

She says that she *will surely get through* the examination.

Gopal realises that he *has not done* the right thing.

They will say that their relations *have deserted* them.

Ratan thinks that Savitri *will not attend* the party.

In the above sentences, the tense in the Principal Clause is either the Present or the Future. The tense in the Subordinate Clauses, therefore, is present, past or future, according to the sense.

Note: Whenever a subordinate clause expresses a purpose, condition or time, its verb is always in the present tense, even if the verb in the principal clause is in the present or future; as:

1. She is working hard so that she may pass the examination. *(purpose)*
2. He will do anything so that he may escape imprisonment. *(purpose)*
3. We will not get entry into the exhibition unless we show the tickets. *(condition)*
4. We can excuse you if you promise not to worry others again. *(condition)*
5. They shall leave, when the seminar is over. *(time)*
6. They may wait for me until I come. *(time)*

ASSIGNMENT 1

Insert the correct tense of the verb in the following sentences:

1. They assured us that they ..... us. (*help*)
2. We shall not go there until he ..... us. (*invite*)

3. Gautam says that boredom ..... out of disinterestedness. (*emerge*)

4. He will be happy to know that I ..... a scholarship. (*win*)

5. The mice will play when the cat ..... away. (*be*)

6. The trader told me that he ..... a good profit. (*make*)

7. No one can help you if you ..... dishonest. (*be*)

8. He studies so that he ..... win the prize. (*may*)

Sequence of Tenses: Rule II

The past tense in the principal clause must be followed by a tense of the past time in the subordinate clause; as:

Principal Clause	*Subordinate Clause*
He said	*that he* knew *her brother.*
She told me	*that she* had been suffering *since last Friday.*
The Principal	*knew* that the boy *would go* to his parents.

Exceptions: Exceptions to this rule are given below:

- A past tense in the Principal Clause may be followed by a present tense in the Subordinate Clause, when the subordinate clause expresses some habitual action or universal fact;

  She *said* that honesty *is* the best policy.
  Copernicus *concluded* that the earth *goes* round the sun.
  He *said* that the children *are* innocent.

- When the Subordinate Clause is introduced by some conjunction of comparison, *e.g., than,* this rule does not apply at all. Any tense can be followed by any tense.

  She *will like* you better than she *likes* me.
  I *like* Rita better than you *liked* her.
  They *took* more care of her than they *do* for their children.

- When the subordinate clause is an adverb clause, denoting place, reason or comparison, it may be in any tense as required by the sense, even if there is past tense in the Principal Clause:

  A sacred river once *flowed,* where now *lies* the village.
  She *succeeded* because she *is* hardworking.
  My teacher *taught* him as much as he *teaches* me.

- If the conjunction introducing the Subordinate Clause is *lest,* it is always followed by *should,* as:

  Lata works *lest she should* fail.

  Run fast *lest* you *should* miss the train.
  She worked hard *lest* she *should* fail.

- When a Subordinate Clause is introduced by 'as though' or 'as if', the past tense is generally used to indicate present time and the past perfect to denote past time; as:

  Sita walks *as if she were lame.*
  Lata walked *as if she had been lame.*
  Shyam behaved *as though he were mad.*
  Mohan behaved *as though he had been mad.*

Conditional Sentences

In some conditional sentences, the tense or the verb in the Principal Clause is future and that of the verb in the Subordinate Clause is present; as:

Unless she *apologises,* Gita *will not forgive* her.
If it *rains* today, they *will not go out* for a walk.
If you *help* me, I *shall be* very thankful to you.

ASSIGNMENT 2

Put the appropriate tense of the verbs in the blank spaces in the following sentences:

1. She boasted as if she ..... everything. (*know*)
2. They came first though they ..... last. (*begin*)
3. She swam as fast as she ..... (*can*)
4. I was polite lest I ..... annoy him. (*shall*)
5. We went to see him as many times as we ..... (*can*)
6. He was absent because he ..... ill. (*be*)
7. I wrote it down so that I ..... not forget it. (*may*)
8. He behaves as if he ..... deaf. (*be*)
9. He said that the planets ..... round the sun. (*move*)
10. We knew the lady who ..... here. (*come*)

B. Description of Characters

We depict characters who think, speak and act like people in everyday life. In fact, when we see people in the street or at a gathering, we can learn something about them by their outward appearance, by the way they dress, walk and look. If we talk to a person we can get to know something about his opinions, the manner in which he expresses them, and his voice and accent. We can also get to know about a person through the opinions of other people — their wives, friends, employees, and acquaintances. If we know a person for some time, we get to know how he reacts to people and events. Through personal contact, and through other people, we get to know something about a person's past life. This knowledge may help us to explain why a person acts as he does.

Let us now look at some examples of a few of the ways in which an author attempts to make his characters understandable to his readers.

(a) *Personal description:* The author can describe a person's appearance and clothes.

Here is the description of the old sea-captain from *Treasure Island:*

> "I remember him.....a tall, strong, heavy, nut-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black broken nails; and the sabre-cut across one cheek, a dirty, livid white."

(b) *Character as seen by others:* Instead of describing a character directly, the author can describe him through the eyes of another person. The reader gets, as it were, a reflected image.

Here Joseph Conrad, in his novel, *The Rover,* tells the reader how Real saw Arlette, the dark, mysterious girl who had suffered in the revolution, but lived through it.

> "Of course, Real had remarked at once about Arlette's black, profound and unquiet eyes and the persistent dim smile on her lips, her mysterious silences and the rare sound of her voice which made a caress of every word. He heard something of her story from the reluctant Peyrol who did not care to talk about it."

(c) *Speech:* The author can give us an insight into the character of one of the people in the book through what that person says. Whenever a person speaks, whenever he is in conversation with another, whenever he puts forward an opinion, he is giving us some clue to his character.

> "Oh! Thank you Sir," said Walter, "You are very kind. I'm sure, I was not thinking of any reward, Sir."
>
> "You are a boy," said Dombey suddenly and almost fiercely; "and what you think of is of little consequence."
>
> (Dickens: *Dombey and Son*)

(d) *Past life:* By letting the reader learn something about a person's past life, the author can give us a clue to events that have helped to shape a person's character. This can be done by direct comment by the author, through the person's thoughts, through his conversation or through the medium of another person.

Here is an example from *Things Fall Apart* by Chinua Achebe:

> The New Yam Festival was thus an occasion for joy throughout Umofia. And every man whose arm was strong was expected to invite a large number of guests. Okonkwo also asked his wives' relations; and since he had three wives, his guests would make a fairly big crowd.
>
> Somehow, Okonkwo could never become as enthusiastic over feasts as most people. He was a good eater and he could drink one or two fairly big gourds of palm-wine.

ASSIGNMENT

1. Describe the working habits of an Indian shopkeeper. You may like to consider his daily routine, attitude to his friends and customers, business tactics, his economics and profit-making, his foresight and patience. Discuss some of the problems which a small shopkeeper has to face today.
2. Describe what some of the beggars do in order to make a living. Give an incident when you had to strike a bargain with them to avoid an embarrassing situation.

C. Phrasal Verbs

23. Pass

Pass away	*(die)*: His uncle *passed away* at Roorkee.
Pass by	*(go by the side of)* : I waved to her as I *passed by* her.
Pass for	*(be accepted as)*: She *passes for* a model in the city.
Pass off	*(represent falsely)*: He *passes* himself *off* as a scholar. *(take place)*: The Bandh *passed off* peacefully.
Pass on	*(give)* : Mr Gupta *passed* his property *on* to the Sri Aurobindo Trust.
Pass out	*(distribute)*: The report was *passed out* to all those who were present.
Pass through	*(undergo)*: Tony is *passing through* a difficult phase in his life.

24. Pull

Pull down	*(demolish)*: The old house was *pulled down* by the new owner.
Pull in	*(arrive)*: When will the Shatabdi Express *pull in?*
Pull off	*(succeed in a plan)*: Reena *pulled off* a business deal.
Pull out	*(leave)*: I *pulled out* of the partnership in the business.
Pull through	*(recover)*: She has *pulled through* her illness.
Pull together	*(cooperate)*: All have to *pull together* for a good cause.
Pull up	*(reprimand)*: He was *pulled up* by his commanding officer.

25. Put

Put across	*(convey)*: Being trained abroad, he *puts* his ideas *across* convincingly.
Put aside	*(leave)*: *Put aside* the unrealistic plans. *(save)*: Mr Bose has *put aside* ₹2 lakh for his daughter's education.
Put away	*(give up)*: He *put away* his dreams of wealth.
Put down	*(suppress)*: The army *put down* the rebellion. *(write)*: Please *put down* your address on this paper.
Put off	*(postpone)*: The judge *put off* the hearing of the case. *(extinguish)*: The lights were *put off* by the servant.
Put on	*(wear)*: She *put on* a pretty dress for the party. *(add to)*: She is *putting on* weight.

Put out	*(extinguish)*: The lights were *put out.* *(offend)*: The lady is *put out* as she was not invited to the party.
Put up	*(erect)*: He *put up* a stall at the fete. *(lodge)*: I *put up* at my aunt's house for the night.
Put up with	*(tolerate)*: I can no longer *put up with* his temper. *(stay)*: She is *putting up with* a friend.

ASSIGNMENT

Fill in the blanks with phrases given in the box. Use the correct tense.

pass out	pull up	put aside	pull in
pass off	pass for	put up with	pass by

1. She can no longer ..... his erratic behaviour.
2. She can easily ..... her daughter as she looks so young.
3. They saw her as soon as they ..... to the driveway.
4. The rules of the quiz were ..... to all the participants.
5. We will stop them when they ..... .
6. The student was ..... by the teacher for indiscipline.
7. He can easily ..... as an actor.
8. They ..... their differences and decided to work together.

D. Specimen Paper 7

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjec (You are reminded that you will be rewarded for orderly and coherent presentation of mater use of appropriate style and general accuracy of spelling, punctuation and grammar.) [2

(a) Describe a person who has had a significant influence on you and state how he/she h influenced you.

(b) Narrate an account of how a rumour spread in your neighbourhood and the effect it h on various people.

(c) 'Advertising is unnecessary.' Write *for* or *against* the statement.

(d) Happiness

(e) If we don't have an imaginative life, we are worms who have never lived. Express yo views on the statement.

(f) It was raining heavily and as I dashed towards the deserted building... . Complete t short story.

Question 2

(a) Write a Personal Profile, to be attached with the application form for admission to famous Sports institute. Base your Personal Profile on the points given below:

Personal traits — academic achievements — passion for games from childhood learning the game from the age of five — won medals at the sub-junior and juni level National Events — leadership qualities — tough practice regime —future pla and aspirations.

(You may also include other relevant details.) [1

(b) As a member of the Students' Wing of the RWA of your apartments, you have bee assigned the responsibility of felicitating students, who have passed the Entrance Tes for admission in Engineering and Medical Colleges. Write a proposal in not more tha 150 words, stating the steps you would take to successfully organise this event. [1

[The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to taken. A concluding statement is desirable.]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is no Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence in each case. [5

Example:

(0) (A) He is said to have been an eminent scientist.

(B) People .....

Answer: (0) People say that he has been an eminent scientist.

1. (A) The teacher said to the pupils, "Do not go out at night."

   (B) The teacher forbade .....

2. (A) My grandfather was the strongest person in the village.

   (B) No other .....

3. (A) The tornado had been raging for several hours, before people were moved to safety.

   (B) The people .....

4. (A) It all happened so quickly that I never got a good look at her face.

   (B) It all happened too.....

5. (A) You can come in whenever you like, for I will stay at home.

   (B) I .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. The Principal agreed ..... our proposal.
2. The coach agreed ..... his players.
3. Do not waste my time; get ..... the facts.
4. I do not get ..... with them.
5. Two children were drowned after the boat carrying them sank ..... the coast.
6. He paused to allow his words to sink ..... .
7. She ran ..... name and fame all her life.
8. Some calculators run ..... solar power.
9. I differed ..... them on this point.
10. My plans are quite different ..... his.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order.

Once a daughter .....(1) (complain) to her father that her life was miserable and that she didn't know how she .....(2) (go) to make it. She was tired of .....(3) (fight) and struggling all the time.

Her father, a chef, ...(4) (take) her to the kitchen. He filled three pots with water and placed each on a high fire. Once the water in the three pots .....(5) (begin) to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot. He then let them boil. After twenty minutes he turned off the burners. He took out the potatoes and the eggs and the coffee and placed each of them in a bowl.

He then explained that the potatoes, the eggs and coffee beans .....(6) (face) the same adversity– the boiling water. However, each one reacted differently.

The potatoes went in strong, hard, and unrelenting, but in boiling water, they became soft and weak. The egg was fragile, with the thin outer shell .....(7) (protect) its liquid interior until it was put in the boiling water. Then the inside of the egg became hard. However, the ground coffee beans were unique. After they were .....(8) (expose) to the boiling water, they changed the water and .....(9) (create) something new.

"Which are you," he asked his daughter. "When adversity .....(10) (knock) on your door, how do you respond? Are you a potato, an egg, or coffee powder?"

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) Miss Vezzis was a nurse, who was appointed by a lady to look after her children. She was not attractive; but she had her pride, and she preferred being called "Miss Vezzis." Every Sunday she dressed herself wonderfully and went to see Michele D'Cruz, who was a Telegraph Signaller on Rs. 35 a month. The fact that he was a Government employee made Mrs Vezzis lenient to the shortcomings of his ancestors. So, in the course of a few Sundays, Mrs Vezzis gave her consent to the marriage of her daughter to Michele, on condition that Michele should have at least fifty rupees a month to start a married life.

(2) It so happened that Michele was transferred to Tibasu, a little Sub-office down the line, to send messages on from Berhampur to Chicacola. There Michele could think of Miss Vezzis and his chances of getting fifty rupees a month out of office hours. He had a Bengali Babu for company; nothing more.

(3) When he had been at Tibasu for nearly three weeks his chance came. There occurred a small riot between the two communities living at Tibasu. They destroyed each other's shops, and paid off private grudges in the regular way. Michele was working in his office, when he heard the sound of an angry crowd. The Police Inspector ran in and told Michele that the town was in an uproar and the mob was coming to wreck the Telegraph Office. The Babu quietly dropped out of the window; while the Police Inspector, afraid, but obeying old race instinct, asked Michele, "What orders does the Sahib give?"

(4) The "Sahib" wondered Michele. Though horribly frightened, he felt that, he was the only representative of English authority in the place. Then he thought of Miss Vezzis and the fifty rupees, and took the situation on himself. He dropped the key of the telegraph instrument, and went out, at the head of a police team, to meet the mob. As the shouting crew came round a corner of the road, he fired. The whole crowd yelled and ran; leaving one man dead, and another dying on the road.

(5) Michele returned to the Telegraph Office and sent a message to Chicacola asking for help. Before an answer came, he received a deputation of the elders of Tibasu, telling him that the Sub-Judge of the town had said that Michele's actions were "unconstitutional." But the heart of Michele D'Cruze was big and white in his breast, because of his love for Miss Vezzis, and because he had tasted for the first time responsibility and success. Those two make an intoxicating drink. Michele answered that the Sub-Judge might say what he pleased, but, until the Assistant Collector came, he was the government of India in Tibasu.

(6) Michele, was once more transferred to another town on the Imperial salary of sixty-six rupees a month. So he and Miss Vezzis were married with great pomp and show. But, if the whole revenue of the Department were to be his reward, Michele could never, never repeat what he did at Tibasu for the sake of Miss Vezzis. This proves that, when a man does good work out of all proportion to his pay, in seven cases out of nine there is a woman at the back of the virtue.

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. self-respect .....

2. permission .....

3. outcry .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. course *(line 6)* .....

.....

2. company *(line 12)* .....

.....

3. round *(line 25)* .....

.....

(b) Answer the following questions in your own words as briefly as possible:

(i) On what condition did Mrs Vezzis agree to the marriage of her daughter to Michele? [2]

.....

.....

.....

.....

(ii) Why did the Sub-Judge of the town consider Michele's actions as 'unconstitutional'? [2]

.....

.....

.....

.....

(iii) What were the consequences of Michele's firing on the mob? [2]

.....

.....

.....

.....

(c) In not more than 100 words, describe how Michele got a chance of winning Miss Vezzis' hand in marriage. (Paragraphs 2 to 6). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:

UNIT 8

A. Conditional Sentences (1)

Conditions or suppositions are often expressed by conditional clauses. There are three types of conditional clause.

Type I – Open Conditional Clause

Type I, Conditional Clause contains a condition that *may or may not be fulfilled.* In a clause of this type, there is no indication whether the condition is likely to be fulfilled or not. This is known as *'Open' Conditional Clause* or *'Factual' Conditional Clause.*

Example:

If you help me, I'll pay for your tea.

Open Conditional Sentences have the following pattern:

If Unless + Present Simple ....., Even if	can will/shall... may/might must/needn't ought to should be able to

Examples:

If I drop this, it will/won't/may/might break.

Unless you work hard, you will not succeed.

Use of Conditionals (I):

We use the future conditional:

1. *To talk about the likely future: as,*

   If you do not stop smoking, you will never get better.

2. *To speculate about the future: as,*

   If there is an election this year, you will win.

3. *To express uncertainty with may or might: as,*

   If you work hard, you may finish the work today.
   If I get the job, I might have to shift to Kochi.

4. *To express that an action or event is doubtful or unlikely: as,*

   Should he get here today, I will let you know.
   Should you see her, please give her this note.

5. *To express willingness or agreement with will: as,*

   If you will cook the lunch, I will clean the plates.
   If you will pay for the ice cream, I will pay for the meal.

6. *For emphasis with will: as,*

   If you will get up so late, you'll never get to work on time.
   If you will eat so much, you will never get better.

7. *To give an instruction or advice with an imperative: as,*

   If you use gloss paint, clean the surface first.
   If you visit him now, don't be surprised if he gets angry.

8. *To describe a common occurrence with the simple present: as,*

   If I play too long, I wake up with fatigue.
   If you publish false information about someone, it is called libel.

Type II – Hypothetical Conditional Clause

A Type II Conditional Clause contains a condition that may be theoretical, combined with improbability or unreality. The condition stated is not likely to be fulfilled. They are called *'Unreal'* or *'Hypothetical'* Conditional Clauses. In such clauses, the simple past form of the verb is used:

If / Unless / Even if / If only + ... + Past + ..., ... would .....

Examples:

If she won the race, I would praise her.

If they were here, they would come to our house.

If I were you, I would challenge him.

Even if you were the President, I would not care for you.

On the basis of meaning, 'Unreal' Conditional Clauses may be divided into two types:

(i) Unlikely Conditions

In 'unlikely' conditional clauses, the form of the verb indicates that the speaker considers it unlikely that the condition will be fulfilled:

What would he do if it snowed tomorrow?
I would tell him if I saw him.

(ii) Impossible Conditions

In 'impossible' conditional clauses, the hypothesis is contrary to fact and the conditions usually refer to the present:

Men would look odd, if they had three legs.

Ways of Expressing Conditions

1. With expressions, such as '*I wish*':

   I wish you were in my position. (= you are not in my position.)
   I wish you had been in my position. (= you were not in my position.)

2. *As if*:

   You talk as if you owned the whole country.

3. *Suppose/supposing*:

   Suppose I find out? (What will happen if....?)
   Suppose they refuse to help? Supposing they refuse to help?

4. *In case*:

   Do this in case a fire breaks out.

Use of Conditionals (II)

We use this conditional:

1. *To talk about a situation, which you know does not exist or a hypothetical situation: as,*

   If I had a word processor, I would finish this in five minutes. (but I haven't got one)

2. *To show the effect of a particular constraint on the present situation: as,*

   If I ate less sugar, I would lose weight.
   If I smoked less, I would not cough so much.

3. *To give advice: as,*

   If I were you, I would give up smoking.
   If I were you, I would quit the job.

4. *To make a request with would: as,*

   I should be grateful if you would reply soon.
   It could save my life if you would give me a lift there.

ASSIGNMENT 1

Rewrite the following sentences, using unless instead of if:

1. If he is careless, he will not succeed.
2. I will arrive tomorrow if nothing goes wrong.
3. If you drive fast, you will be fined.
4. He will never come if we do not invite him.
5. If you do not pay, I will not work.
6. If you wear a suit, you will feel hot now.
7. If you don't want this, I will take it.
8. You must buy a ticket if you want to board a train.

ASSIGNMENT 2

Rewrite these sentences, beginning with if:

1. Do not disturb me, unless there is something important to tell me.
2. You must have my consent, before you sign this contract.
3. Unless something goes wrong, I will reach Mumbai tomorrow.
4. He should be operated at once, otherwise the infection will spread.
5. It is raining heavily, so no planes will take off.
6. You wear cotton clothes, and that is why you will always feel cold.
7. They must pay the fees or else they cannot take the examination.
8. You must return his money, or else you will be punished.

ASSIGNMENT 3

Join each pair of sentences into a single sentence without using and as well as but:

Example:

You must eat well. If not, you will not be strong.

Unless you eat well, you will not be strong.

1. He refuses to repay the loan. Then he will go to prison.
2. Get your admit card. Otherwise, you cannot enter the hall.
3. I must apologise. Otherwise, she will not speak to me.
4. It is necessary to submit the form now. Otherwise, the college will not accept it later.
5. They will not come. We must invite them first.
6. It is necessary to work hard. You won't succeed otherwise.
7. You must be careful. If you are not, you will lose your job.
8. They better not cheat. They will be blacklisted.

B. Directed Writing — III

1. Report Writing

A report is a systematic, well-organised document which defines and analyses a subject or a problem. It may include the following:

- a record of a sequence of events
- interpretation of the significance of these events or facts
- evaluation of the facts or results of research presented
- discussion of the outcomes of a decision or course of action
- conclusion.

Parts of a Report

(a) *Introduction*

It should start with a positive statement. It should answer *five W's* and *one H — Who, What, Where, When, Why* and *How*. This means, it should tell about the person who did the action, what he did, the place, date and time of action and why and how he did it. Economise on words. Look after the words; and the style will look after itself. Lay stress on concrete details.

(b) *Details*

Give only as much background information as is required for the understanding of the reader and to sustain his interest.

Guidelines for Report Writing

1. Write in Indirect Speech.
2. Use the Passive Voice.
3. Eliminate 'I'.
4. No personal opinion should be given unless specifically asked for.
5. The language used in a report should be simple and not ornamented with similes and metaphors.
6. One must keep in mind the reader of one's report. A magazine report, for instance, can be much lighter and more informal than the one in a newspaper, which is more factual.

Newspaper Report

1. A newspaper report should be short and precise.
2. All the relevant points should be narrated in a proper sequence.
3. Nothing should be left to guesswork.
4. There should be no personal opinion.

5. There should not be any reference to the reporter as 'I'. If necessary, the phrase, 'the reporter' should be used.

Model Report-1 (Newspaper Report)

Outline: Day and time — police action — lead on the terrorists — policemen in plain clothes laid a trap in the parking area — firing by the terrorists — police firing — terrorists killed — goods recovered from the terrorists — statement by the Joint Commissioner of Police.

Diwali Shoppers Saved – Terrorists Killed

Peter D'Souza
New Delhi, November 3

The Delhi Police shot dead two men—suspected to be terrorists—at the Ansal Plaza shopping mall, which was teeming with Diwali shoppers on Sunday evening. Police believe the two were planning to open fire on the shoppers.

A little before 7 p.m., teams of the Delhi Police in plain clothes gathered in and around the Ansal Plaza after receiving a lead on the two terrorists. Just before 7 p.m., a white Maruti 800 car (DL 5EF 9362) entered the second level (C2) of the underground parking area of the mall. The car, which had tinted glasses, was parked in the far end of the lot and two men, in their twenties, got out. One of them was carrying a big black bag.

Immediately, the police teams led by ACP Sameer Gupta started to move in their direction forming a circle. The policemen—numbering 23—were heavily-armed with pistols and AK rifles.

When the cordon was a few feet from the two, Inspector Hari Yadav asked them to drop their guns. The two suspected terrorists ran in opposite directions, one towards the elevator going to the shopping area, and the other towards the exit from the parking area.

As they ran, the two took out pistols and began firing at the policemen. In turn, the police opened fire. The firing went on for about 15 minutes before one terrorist fell dead near the exit, and the other, on the passageway between two parking bays.

The policemen then approached the two bodies, frisked them and removed two Chinese pistols, which they had been firing. The black bag they were carrying had a loaded AK-56 and some ammunition.

The entire parking area was then cordoned off, with no one allowed entry and cars were allowed out only after being checked. Later, the police searched the car and found a map of Delhi, with South Extension and Ansal Plaza marked on it, and some clothes in a plastic bag.

Minutes after the shooting, senior police officials reached the scene, got briefed by the policemen present and then they briefed the reporters gathered there.

Joint Commissioner (Intelligence), Alfred Vaz, said they had received the information that the militants were planning to open fire on the public in the markets busy with Diwali

shopping. "We had specific inputs pertaining to South-Extension and Ansal Plaza. But, then we learned they were coming to Ansal Plaza. So, we laid a trap here," DCP Anil Kumar said.

He said that the teams at the shopping mall had been especially instructed to ensure that the general public came to no harm.

Model Report - 2 (Travel Brochure)

Outline: Rajasthan, the land and its culture — location — major tourist attractions — best time to visit — accommodation — connectivity.

Rajasthan

Rajasthan is the land where history, mythology, chivalry and romance form an exciting mix with the rugged natural beauty. It is a tourist paradise and home to the most fascinating havelis and palaces and an astounding number of wildlife sanctuaries. That is why Rajasthan attracts the highest number of tourists in India.

Fondly known as the 'Pink City', *Jaipur* has the famous Amber Fort, the City Palace, Hawa Mahal, Jantar Mantar and Nahargarh Fort.

Mount Abu is the only hill station in Rajasthan. Apart from the famous Jain Dilwara Temples, the town has ancient Gaumukh Temple and the beautiful Nakki Lake.

Often called the 'Venice of the East,' *Udaipur* is home to majestic palaces and havelis, beautiful temples, art galleries, museums and lakes. The city's iconic *Lake Palace* and *City Palace* are some of India's most striking architectural marvels.

The mighty Mehrangarh Fort in *Jodhpur* is the star attraction of this city, among other forts and palaces. The blue coloured houses surrounding the Mehrangarh Fort lend the name, 'Blue City' to Jodhpur.

With its magnificent structures, *Jaisalmer* has one of the most imposing edifices to its credit - the Jaisalmer Fort.

Ajmer, primarily known as a pilgrimage destination is famous for the Dargah of the Sufi saint, Khwaja Moinuddin Chishti.

The best time to visit Rajasthan is from mid-October to mid-March.

A variety of accommodation options are available in Rajasthan. There are a wide range of hotels in the state ranging from top end to deluxe to budget hotels. Known for their hospitality and services the hotels in Rajasthan form the ideal base for a perfect vacation.

Rajasthan is well connected by roads, railways and air. The State has three major airports, viz., Jaipur, Udaipur and Jodhpur. Major public and private airlines operate regular flights to these places connecting them to major cities like Delhi and Mumbai.

Major railway stations are in Jaipur, Jodhpur, Ajmer and Udaipur. But the best way to reach and experience Rajasthan is to take the *Palace on Wheels*, a luxury tourist train, which

offers fabulous royal splendour of the land on board. The state has also launched another tourist train *Heritage on Wheels*.

One can reach Rajasthan by road easily through a network of National Highways and State Highways which cover the state extensively.

ASSIGNMENT 1

1. Write a report based on a travel brochure to plan a visit to Jammu and Kashmir.
2. You, along with a group of friends, intend to visit Tamil Nadu, for a historical tour. Using a travel brochure, write a report on the historical places to visit in Tamil Nadu.

2. Personal Profile

A personal profile is a short description outlining the personal attributes and qualities of an individual. It is regarded as an equivalent to an 'elevator pitch' designed to capture the attention of the authorities so that they will invite the candidate for an interview.

A personal profile is an application for admission to a course in a college/university. It is nowadays considered as an important criterion to assess a student's preparedness for a particular course. Thus, it should be well thought out and intelligently written, as a first step in the process of getting admission in a college/university. Therefore, a good personal profile should be:

- relevant
- short and to the point
- comprising positive information only
- original writing, describing your true self and not a copied one.

It should comprise the following details about a candidate:

- Personal traits
- Hobbies and interests
- Plans for the future.
- Academic achievements
- Aims and aspirations

Model Personal Profile

Outline: Personal traits—academic achievements — achievements in extra-curricular activities and sports — leadership qualities — future plans and aspirations.

I am a confident, optimistic and hardworking person. I always try to set goals and achieve them through hardwork, planning and action. In fact, I have a passion for success and try to be successful in my endeavours. However, I don't get disheartened with failures, I treat them as stepping stones to success. I try to learn from every failure and move ahead in life, without any grudges.

I am good at studies and have always stood first in my class from Class I to Class X. In my Class X Board Exams, I got the first rank in the State, scoring 98 per cent marks. Besides studies, I participate in almost all the extra-curricular activities ranging from debates, elocution, creative writing, poetry, story telling, quizzing to acting. I have won a number of awards for my school in the Inter-School competitions in these activities. I have been adjudged as the 'Best Debator' at the National Level Inter-School Debating competition. I have also been adjudged as the 'Best Budding Talent' in the field of story writing. Some of my stories have been published in magazines and newspapers.

I am the captain of the Hockey team of our school. We have won the National Level Hockey Championship for the year 2018. Being the captain of the team has been a learning experience for me. What I have learnt from being the captain of the hockey team is how to motivate and encourage others effectively, when situations are not in your favour.

I am always concerned about the health facilities available to the masses in our country. This is particularly so because both my parents are doctors and have been making efforts to provide free medicines and other facilities to the poor. It was therefore, natural for me to aspire to become a doctor. To achieve my goal, I have joined the Science stream and I am studying meticulously and diligently to be thorough with all the subjects. Still I have a year for the Entrance Exam to Medical colleges and with the kind of preparation I am making, I am sure that I will get admission in the Medical College of my choice. After becoming a doctor, I will go to the villages and serve the poor and needy and try to provide them the medical facilities lacking in our villages. I, along with five other friends, have already formed a group to help the people in the villages. We hope to fulfil our dream of starting a hospital in every village, when we get our degrees.

With determination and hard-work, I am sure I will turn all my dreams and aspirations into a reality.

ASSIGNMENT 2

1. Write a Personal Profile, to be submitted to the Principal of your school, telling why you should be awarded the trophy for the 'All Round Best Student of the Year'.
2. Write a Personal Profile to be attached with the application form for admission to a prestigious college in your State.

3. Statement of Purpose (SoP)

A Statement of Purpose (SoP) is a personal statement about a person, describing his achievements and skills that make him suitable for getting admission into a particular course in an educational institute. It should convince the readers that the candidate is genuinely interested in joining a particular institute. An SoP should have the following elements:

- A brief introduction about yourself, your interests and motivations.
- Your academic interests.
- Convincing reasons for joining a particular course and institute.

- A positive perspective, written in active and not passive voice.
- Demonstrating everything by example; don't say directly that you're a persistent person, show it.

Model Statement of Purpose

Outline: Personality traits — interests — reasons for choosing a particular institute — reasons for your being selected by the given institute — role of the institute in achieving your goals and aspirations.

A self-motivated, focussed and disciplined student, I have always been fascinated by Economics, for I feel that Economics is the driving force behind human decisions. Further, effective economic policies can lead to a change in the life of millions of poor in our country. That is what led to my keen interest in studying Economics in school and my eagerness to pursue the same at the University level.

In order to be successful in life, right mentoring is required. And I am sure that St. Peter's College is the best institute, which can lead to the wholesome development of my personality because:

(i) It is the most reputable institute with a strong brand name and successful alumni, which itself acts as a motivation to excel;

(ii) From the knowledge gained from my seniors, who were a part of this institute, I have learnt that (a) education pursued in this college is 'life-enriching' and that is what I am seeking; (b) the student-teacher bonding, which is the very basis of learning, inspires every student of this college to reach for the sky and the deep bonding they continue to experience with their alma mater is proof enough of the role of the college in shaping their lives; (c) the long list of leading Economists of the country including the recipients of many prestigious awards, who were a part of this institute are the motivating factors for my desire to join this institute to study Economics.

Passionate about my dream of joining the best institute of the country, I worked extremely hard to score 96% marks in Class X Exams. Apart from excelling in academics, I have won numerous laurels for my school in a number of co-curricular activities at State and National level like Science Olympiads, quizzes and Intra and Inter-School Debating competitions. Playing the guitar is my favourite pastime. My other hobbies include swimming and reading novels.

I am confident that these interests would attain greater levels of excellence in this college and mould me into a gentleman imbued with the right values of life.

ASSIGNMENT 3

1. Write a Statement of Purpose, for admission into a prestigious foreign university for studying Engineering.
2. Write a Statement of Purpose for admission into a reputed college describing why you want to take admission in particular course and college.

C. Phrasal Verbs

26. Run

Run across	(*happen to meet*): She *ran across* her friend in a busy street.
Run after	(*chase, follow*): The policeman *ran after* the thief.
Run along	(*go away*): Now boys, *run along*.
Run down	(*say unkind words*): We should not *run down* anyone.
	(*tired*): I feel *run down* today as I didn't have sound sleep.
	(*stop*): The watch has *run down*.
	(*hit*): A boy was *run down* by a car.
Run for	(*contest election*): Giani Zail Singh *ran for* Presidentship in 1983.
Run into	(*meet by chance*): She *ran into* an old friend in the town.
	(*collide with*): The train *ran into* a private bus.
Run out of	(*exhaust the supply of*): We have *run out of* sugar.
Run over	(*hit with*): The man was *run over* by a truck.
Run through	(*examine quickly*): I *ran through* the case before going to the court.
	(*spend recklessly*): He *ran through* his father's savings.
Run to	(*reach an amount*): The bill *ran to* a thousand rupees.

27. Set

Set apart	(*reserve*): Some seats are *set apart* for the handicapped.
Set aside	(*nullify*): The Supreme Court has *set aside* the decree of the lower court.
	(*keep*): I have *set aside* ₹20,000 for my sister's marriage.
Set about	(*begin*): We immediately *set about* fixing the roof.
Set back	(*check progress*): The fire in the plant *set* production *back* for a year.
Set forth	(*begin a journey*): He *set forth* for Mumbai on Sunday.
Set in	(*begin*): The spring *sets in* the flower-bloom.
Set on	(*determined*): She is *set on* starting a business.
Set off	(*start*): Her remark *set off* a controversy.
Set out	(*start*): When do you *set out* for the tour of Europe?
Set up	(*establish*): He *set up* a new software company.

ASSIGNMENT 1

Fill in the blanks with phrases given in the box. Use the correct tense in each case:

run after	run into	run down	run over
run off with	run short of	run through	run for

1. The truck ..... the moving train.
2. The babysitter ..... the toddler.
3. I will ..... the class notes before the examination.
4. We could not complete the building because we ..... money.
5. She looks ..... because of her illness.
6. The old woman was ..... by a speeding bus.
7. Their servant ..... all their money.
8. Peter ..... class president but lost by one vote.

ASSIGNMENT 2

Fill in the blanks with the words given in the box.

aside	apart	up
back	out	in

1. The new branch was set ..... in 2010.
2. The rain has set ..... early this year.
3. Some seats are set ..... for the meritorious students.
4. The unhygienic conditions are a set ..... for the speedy recovery of the patients.
5. I set ..... my pocket money this month to buy a watch.
6. When did you set ..... for the picnic?

Common Errors : Use of Prepositions

Rewrite the following sentences correctly:

1. We stood under the shade of a tree.

   .....

2. The teacher has entrusted his work upon me.

   .....

3. This shirt is superior than the shirt we saw in the last shop.

   .....

4. Happiness consists of contentment with one's lot.

   .....

5. Beside having a son by his second wife, he has a daughter by his first wife.

   .....

6. The peon is standing besides his officer.

   .....

7. He died from cancer.

   .....

8. The Committee consists in seven members.

   .....

D. Specimen Paper 8

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any one of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Describe an incident, which taught you that your suffering is the least when compared to others.

(b) Hardwork puts you where good luck finds you. Narrate an incident which made you realise the truth of this statement.

(c) 'Cable television is a blessing.' Write *for* or *against* the statement.

(d) Ethics

(e) We make a living by what we get. We make life by what we give. Express your views on the statement.

(f) He heard the sound of footsteps in the hall and the door opened and suddenly there stood before him, a gigantic man dressed in riding-breeches..... . Complete the short story.

Question 2

(a) Write a Statement of Purpose (SoP), for admission into a reputed college for studying Medicine. Base your SoP on the following points:

Personality traits — interests — reasons for choosing medicine as your field of study — reasons for your being selected by the given institute — role of the institute in achieving your goals and aspirations.

(You may also include other relevant details.) [15]

(b) As a member of the Students Council of your school, you wish to organise a Virtual Summer Camp for the students of Classes V to X of your school. Write a proposal in not more than 150 words, stating the steps you would take to make it a success. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections (a), (b) and (c).

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) She got back her property ten years later.

(B) Her property .....

Answer: (0) Her property was restored to her ten years later.

1. (A) There are few birds left around the house.

(B) There are hardly .....

2. (A) I'd prefer to walk to school than go there by car.

(B) I'd rather .....

3. (A) Jayasurya is the most aggressive player that Sri Lanka has ever produced.

(B) No other .....

4. (A) The weather was very bad, and we could not go out.

(B) The weather was so .....

5. (A) "Don't talk so loudly Rakesh; you will wake up everyone in the house" he said.

(B) He told .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. I was taken ..... when I heard about his sudden death.
2. The teacher was so fast that I could not take ..... his lecture.
3. Their misunderstanding is the cause ..... this trouble.
4. You gave me no cause ..... anxiety.
5. This job roughly corresponds ..... the post of a lecturer.
6. Does this correspond ..... your specification?
7. The doctor was called ..... when my uncle became unconscious.
8. The situation called ..... prompt action.
9. Please put ..... the fire.
10. I can no longer put ..... with his flattery.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

Henry Ford .....(1) (hire) an efficiency expert .....(2) (go) through his plant. He said, "Find the non-productive people. Tell me who they are, and I .....(3) (fire) them!"

The expert .....(4) (make) the rounds with his clipboard in hand and finally returned to Henry Ford's office with his report. "I've found a problem with one of your administrators," he said. "Every time I .....(5) (walk) by, he was sitting with his feet .....(6) (prop) up on the desk. The man never .....(7) (do) a thing. I definitely think you should consider .....(8) (get rid) of him!" When Henry Ford .....(9) (learn) the name of the man the expert was referring to, Ford shook his head and said, "I can't fire him. I pay that man for .....(10) (do) nothing but thinking, and that's what he's doing."

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) It was a rainy Sunday in the gloomy month of November. I had been detained, in the course of a journey, by a slight indisposition, from which I was recovering; but was still feverish, and obliged to keep within doors all day, in an inn in Derby. I was sadly nervous and lonely; and everything about an inn seemed calculated to make a dull day ten times duller. 5

(2) The stillness of the house was interrupted by the ringing of a bell. Shortly after I heard the voice of a waiter at the bar: "The stout gentleman in No. 13 wants his breakfast."

(3) Here was a subject of speculation presented to my mind, and ample exercise for my imagination. Had the guest upstairs been mentioned as Mr Smith, or Mr Brown, or merely as "The gentleman in No. 13," it would have been a perfect blank to me. I should have thought nothing of it; but "The stout gentleman!" — the very name had something in it of the picturesque. It at once gave me the size; it embodied the personage to my mind's eye, and my fancy did the rest. 10

(4) He was stout, in all probability, therefore, he was advanced in life, some people expanding as they grow old. By his breakfasting rather late, and in his own room, he must be a man accustomed to live at his ease, and above the necessity of early rising; no doubt, a round, rosy, lusty old gentleman.

(5) My curiosity began to be awakened. I inquired of the waiter who was this stout gentleman that was making all this stir; but I could get no information: nobody seemed to know his name. Dinner-time came. I hoped the stout gentleman might dine in the travellers' room, and that I might at length get a view of his person; but no—he had dinner served in his own room.

(6) What could be the meaning of this solitude and mystery? There was something too aristocratic in thus keeping himself apart from the rest of the world, and condemning himself to his own dull company throughout a rainy day. But who could he be? My conjectures began to run wild.

(7) I was wound up to the desperation of a hero of romance."Be he who or what he may," said I to myself, "I'll have a sight of him!" I seized a chamber-candle, and hurried up to No. 13. The door stood ajar. I hesitated—I entered: the room was deserted. The mysterious stranger had evidently but just retired. I turned off, sorely disappointed, to my room.

(8) I slept rather late the next morning, and was awakened by some bustle in the house. Suddenly there was a cry from below, "The gentleman has forgotten his umbrella! Look for the umbrella in No. 13!" I heard an immediate scampering of a chambermaid along the passage, and a shrill reply as she ran, "Here it is! Here's the gentleman's umbrella!"

(9) The mysterious stranger then was on the point of setting off. This was the only chance I ever had of knowing him. I sprang out of bed, snatched aside the curtains, and just caught a glimpse of the rear of a person getting in at the coach-door. The door closed—"All right!" was the word—the coach whirled off; and that was all I ever saw of the stout gentleman!

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. held back .....
2. worked out .....
3. silence .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. bar *(line 7)* .....
.....
2. fancy *(line 14)* .....
.....
3. advanced *(line 15)* .....
.....

(b) Answer the following questions in your own words as briefly as possible:

(i) Why was the Stout Gentleman a subject of speculation to the narrator? [2]

.....
.....

(ii) What did the narrator think about the Gentleman's age and his getting up late in the morning? [2]

.....
.....
.....
.....

(iii) "I'll have a sight of him", said the narrator. What effort did the narrator make to have a sight of him? What was the result? [2]

.....
.....
.....
.....

(c) In not more than 100 words, describe the stay of the Stout Gentleman at the ho (Paragraphs 3 to 9). Failure to keep within the word limit will be penalised. You will required to write the summary in the form of a connected passage in about 100 words

Answer:

UNIT 9

A. Conditional Sentences (2)

Type III – Conditional Clauses with the Past Perfect (unfulfilled condition in the past)

Type III Conditional Clauses contain a condition that was not fulfilled in the past. In such clauses, the past perfect form of the verb is used.

The simple past form indicates an unreal or unlikely condition in the present or future point of time. The past perfect shows an unfulfilled condition in the past.

Past Perfect—Unfulfilled Conditions

If you had tried, you would have won. (= You did not try.)

If you had been there, I would have seen you. (= You were not there.)

If I had had enough money, I would have gone there. (= I didn't have enough money at that time, *i.e.,* in the past).

The pattern of sentences in this type is given below:

If + ... + Past Perfect + ..., ... [would / should / could / might]

Examples:

If he had seen her, he would have been angry.

If he had not bought the coat, she would have been/wouldn't have been angry.

If I had heard the question, I would/should/could/might have answered it.

Use of Conditionals (III)

We use the past conditional:

1. *To talk about the hypothetical past, which is contrary to the past fact: as,*

   If I hadn't watched that film, I would have had more time. (but I watched it)

   If I'd worked harder, I would have finished the project on time.

2. *To show the present effect of a past event with would: as,*

   If I had caught the plane, I would be in Egypt now.

   If she hadn't got a new job, she would still be in Spain.

Note: Remember that there are two possible ways of contracting the past conditional: as,

I'd have gone out.
I would've gone out.

Other Forms of *if*

We can use:

1. *The following words to say that one situation is necessary for another to happen: provided (that)/as long as/so long as/only if*

   I will take the job, provided the salary is good.
   I will take the job, as long as the salary is good.
   I will take the job, so long as the salary is good.
   I will only take the job, if the salary is good.

2. *'Even if' to say that one situation would not affect another: as,*

   I won't take the job, even if the salary is doubled.
   I'll take the job, even if the salary is less.

3. *'Supposing' or 'what if' to think about the effect of a possible event: as,*

   Supposing he offers me the job, shall I take it?
   What if the salary is less? Should I take the job?

4. *'If only' or 'I wish' to express a regret: as,*

   If only you lived nearer, we could see each other often.
   If only you didn't smoke.
   If only you would give up smoking.
   I wish you would give up smoking.
   I wish I could speak Spanish.

5. *'In case' to give a precaution: as,*

   Take an umbrella in case it rains.
   He left early in case there was a lot of traffic.

6. *'Unless' (if not) to express a negative if: as,*

   I won't take the job, unless the salary is good.
   I won't give up smoking, unless you do.

7. *Inversion to be more formal: as,*

   Had I caught the plane, I would have been in Pune today.
   Had I known the situation, I wouldn't have telephoned her.
   Should he telephone, ask him to call back tomorrow.

The sentence, "If it rains, we will not go out" can be expressed as,

"Should it rain, we will not go out."

The sentence, "If it rained, we would not go out" can be expressed as,

"Were it to rain, we would not go out."

The sentence, "If it had rained, we would not have gone out" can be expressed as,

"Had it rained, we would not have gone out."

ASSIGNMENT

In each of the following items, complete sentence B making it as similar in meaning as possible to sentence A.

1. (A) If he is late, we will have to start without him.
   (B) Should he be late .....
   .....

2. (A) If she fell, she would be hurt.
   (B) Were she .....
   .....

3. (A) If she arrived now, her parents would be very surprised.
   (B) Were she .....
   .....

4. (A) If I had known the facts, I would never have criticised you.
   (B) Had I .....
   .....

5. (A) If the examination is cancelled, I will let you know.
   (B) Should the examination .....
   .....

6. (A) If the teacher knew, he would be here at once.
   (B) Were the teacher to know .....
   .....

7. (A) If the brakes fail, the driver will use the gears to stop the car.
   (B) Should the brakes fail, ...
   .....

B. Characterisation

We have read in Chapter 7, how the characters are depicted. Here are some more ways of describing a character.

(a) ***Direct comment:*** The author can describe or comment on a person's character directly. In Dickens' *Dombey and Son*, we are told of a Mrs Pipchin, an 'ill-favoured, ill-conditioned old lady' who took children into her home, which was used as a sort of boarding school.

(b) ***Thoughts:*** The author can give us direct knowledge of what a person is thinking about. He can tell us what different people are thinking. The writer can even give us the thoughts of a person.

(c) ***Reactions:*** The author can also give us a clue to a person's character by letting us know how that person reacts to various situations and events. In the following incident from *A Passage to India*, an Indian doctor, Aziz, is arguing with a servant at the door of a European official's house when some people come out:

> 'While they argued, the people came out. Both were ladies. Aziz lifted his hat. The first, who was in an evening dress, glanced at the Indian and turned instinctively away.'

We can see that doctor Aziz, was polite. He lifted his hat to the ladies. The lady in evening dress, however, glanced at him, saw he was an Indian and 'turned instinctively away.'

(d) ***Mannerisms:*** The author describes a person's mannerisms, habits or idiosyncrasies, which may also tell us something about his character.

In Lawrence Sterne's novel, *Tristam Shandy*, we meet that marvellous old character Uncle Toby. Uncle Toby is an old soldier living in retirement. However, his peculiarity is that he cannot forget the days when he fought in the great battles of the European wars. He has maps and plans of all the battles; and behind his house, he has an open space where with the help of his manservant, he relives and refights the campaigns of his young days.

C. Phrasal Verbs

28. Take

Take aback	(*surprised*): I was *taken aback* when I heard of his accident.
Take after	(*resemble*): Veena has *taken after* her mother.
	(*follow the example of*): Many people *took after* Mahatma Gandhi's ideals of truth and non-violence.
Take back	(*withdraw*): He did not *take back* his comments.
Take down	(*write*): The Principal asked his Secretary to *take down* his speech.
Take for	(*mistake for*): Excuse me, I *took you for* your younger brother.
Take in	(*comprehend*): It is difficult to *take in* Auden's poems.
Take off	(*remove*): He *took off* his shoes before entering the temple.
	(*leave the ground*): The aeroplane *took off* at 10.30 a.m.
Take out	(*delete, remove*): *Take* that word *out* of the sentence.
	(*have insurance*): He *took out* a policy on his life.
Take over	(*acquire control*): The government *took over* the sick mill.
Take to	(*addicted to*): She has *taken to* drugs.
Take up	(*pursue*): He *took up* the problem with his father.
	(*consider*): The question was *taken up* in the meeting.

29. Turn

Turn against	(*become hostile*): Neha *turned against* her friend.
Turn away	(*not allow to enter*): The conductor *turned away* the commuters as the bus was full.
Turn down	(*reduce the volume*): *Turn* the transistor *down* a little.
	(*reject*): His request was *turned down* by the teacher.
Turn out	(*prove*): She *turned out* to be more intelligent than her brother.
	(*expel*): He was *turned out* of the school for cheating.
Turn over	(*give or pass on*): I *turned over* the business to my brother.
Turn up	(*come, be found*): The missing boy *turned up* in the evening.

38. Work

Work off	(*get rid of*): She must *work off* her extra weight by dieting.
Work out	(*solve*): Please *work out* this problem as early as you can.
	(*devise*): I *worked out* a plan to apply for a loan.
	(*prove satisfactory*): Nothing *works out* in a poor man's life.
Work up	(*prepare*): I have to *work up* a programme for the conference.
	(*agitated*): He was *worked up* over his wife's bills.

ASSIGNMENT

Fill in the blanks with the words given in the box.

over	out	out	up
up	over	aback	down

1. I doubt if Mr Sharma will turn ..... for the meeting.
2. His petition was turned ..... by the Supreme Court.
3. He was worked ..... to reach his home early.
4. He must work ..... a plan to save his family.
5. He gets easily taken ..... at little things.
6. The son will take ..... the family business this year.
7. The play turned ..... to be a resounding success.
8. My father turned ..... his business to my uncle.

D. Specimen Paper 9

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any one of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Describe a time when you had to shift residence. How did you feel? As you look back to that time, do you feel nostalgic? Describe any incident you cherish.

(b) Narrate an incident when you were caught in a traffic jam for an hour. Give a vivid account of your feelings at the time.

(c) 'Public transport should be free to all.' Write for or against the statement.

(d) Stress

(e) The increase in materialism has led to the decline of moral and ethical values. Express your views on the statement.

(f) Write an original story based on the following words:

The busy bee has no time for sorrow.

Question 2

(a) Write an article to be published in a local newspaper, entitled: The Menace of Terrorism. Base your article on the points given below:

Definition of terrorism — terrorism not confined to any single state, country or region; it has become an international phenomenon — why do the terrorists strike? — description of the most deadly terrorist strikes like 9/11 terrorist strike in the USA and the attack on Indian Parliament and the series of terrorist attacks in Mumbai on November 11, 2008 — ways to check the menace of terrorism.

(You may also include other relevant details.) [15]

(b) As a member of the Student Council of your school, you wish to organise a 'Health Check-up' in your school for the underprivileged people living in a slum colony near your school. Write a proposal in not more than 150 words, stating the steps you would take to make it a success. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not.

Complete sentence B, making it as similar as possible to sentence A. Write sentence B in each case. [5]

Example:

(0) (A) I will take the job, so long as the salary is good.

(B) I will not take the job .....

Answer: (0) I will not take the job, unless the salary is good.

1. (A) People all over the world watched the final match on TV.

   (B) The final match .....

2. (A) In order to get good marks, you must study for two hours daily.

   (B) You can .....

3. (A) Tiger Woods is the most powerful golfer at present.

   (B) No .....

4. (A) I did not see a single ship for a whole month.

   (B) Not a single ship .....

5. (A) The bag was very heavy and it could not be carried by the child.

   (B) The bag was too .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. The old house was pulled ..... by the new owner.
2. The manager pulled ..... the peon for his absence.
3. My father deals ..... computer software.
4. The director will deal ..... him sympathetically.
5. He should lay ..... something for his daughter's education.
6. He laid ..... his life for his principles.
7. Joe went ..... my scheme to as certain its feasibility.
8. Rumours go ..... fast in our colony.
9. The NGO stood ..... all forms of injustice.
10. Only my sister stood ..... me in my difficulties.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

There are many strange partnerships in the world. Crocodiles and sharks .....(1) (know) to be ferocious carnivores, yet they would not attack each other for anything in the world.

The crocodile has a little bird as a friend too, the plover, which .....(2) (live) on the crocodile's back. The plover is often .....(3) (see) inside the crocodile's wide open mouth, ...(4) (hop) daringly near its sharp teeth. This special friend of the crocodile .....(5) (pick) out little bits of food between the reptile's teeth. It also .....(6) (peck) leeches and fleas from its gums.

The shark has a penchant for fresh fish, but it would never eat the tiny shoal of fish which swim beneath its belly. These fish .....(7) (call) sucker-fish and they .....(8) (perform) a two-fold function. They lure larger fishes toward the shark and they clean up the remains of the shark's meal at the end of its feast.

The rhinoceros and the buffalo, too, have their helpmates. These come in the form of tick-birds and egrets. They ride on these grazing bovines' backs, ...(9) (feed) on the fleas and ticks which would otherwise harm these animals. Fleas and ticks suck the blood of these animals and transmit diseases to them. Such partnerships, known as symbiosis, ...(10) (be) common in the animal kingdom.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) Vallance was sitting in a park. Then he felt in every pocket and found not a single penny. He had given up his apartment that morning. His furniture had gone toward certain debts. His clothes, save what were upon him, had descended to his man-servant for back wages. Therefore he had chosen the park. And all this was

because an uncle had disinherited him, and cut down his allowance from liberality to nothing. The hour was nearly ten. Not many loungers were on the benches. Then arose one from a seat and came and sat himself at Vallance's side.

(2) The stranger said, "My name's Ides. One of the millionaires on Riverside Drive, is my uncle. I lived in his house once, and had all the money I wanted. Now my uncle, wants me to come back and be his heir again and blow in his money. I'm to call at the lawyer's office at ten tomorrow. I'm afraid something will happen to me before morning. I don't know what—something to keep me from coming into that money. I'm afraid a tree will fall on me—I'm afraid a cab will run over me, or a stone will drop on me from a housetop, or something. I never was afraid before. I've sat in this park a hundred nights as calm as a graven image without knowing where my breakfast was to come from. But now it's different. I love money."

(3) Ides leaped to his feet and moaned hysterically. Vallance seized his arm and forced him back to the bench. "Be quiet!" he commanded, with something like disgust in his tone. "One would think you had lost a fortune, instead of being about to acquire one."

(4) Vallance and Ides slept on a bench in the park. At ten o'clock on the next day the two stood at the door of Lawyer Mead's office. Ides' nerves fluttered worse than ever when the hour approached; and Vallance could not decide to leave him a possible prey to the dangers he dreaded. When they entered the office, Lawyer Mead looked at them surprisingly. He and Vallance were old friends.

(5) "I sent a second letter to your address last night, Mr Ides," he said. "It was to inform you that your uncle has reconsidered his offer to take you back into favour. He has now decided not to do so, and desires you to understand that no change will be made in the relations existing between you and him."

(6) Ides' trembling suddenly ceased. The colour came back to his face, and he straightened his back. He took a long breath and then laughed sardonically. "Tell my uncle he may go to the devil," he said, loudly and turned and walked out of the office with a firm and lively step. Lawyer Mead turned on his heel to Vallance and smiled.

(7) "I am glad you came in," he said. "Your uncle wants you to return home at once. He is reconciled to the situation that led to his hasty action, and desires to say that all will be as..."

(8) "Hey, Adams!" cried Lawyer Mead, calling to his clerk. "Bring a glass of water—Mr Vallance has fainted."

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. generosity .....
2. statue .....
3. victim .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. blow *(line 10)* .....
2. feet *(line 17)* .....
3. change *(line 27)* .....

(b) Answer the following questions in your own words as briefly as possible:

(i) As per the first paragraph of the extract, enumerate the unfortunate incidents in Vallance's life. [2]

.....

(ii) What did Ides say about his imaginary fears? [2]

.....

(iii) How did Vallance show that he was concerned about Ides? [2]

.....

(c) In not more than 100 words, compare the fortunes of Vallance with that of Ides (Paragraphs 2 to 8). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:

○○○

UNIT 10

A. Direct and Indirect Speech

There are two ways of communicating what a person has said: Direct and Indirect.

In *Direct Speech,* we quote the actual words of the speaker; as:

Sana said, "I am well now."

Note: In Direct Speech:

- We use inverted commas to mark the exact words of the speaker.
- A comma or a colon is placed immediately before the remark.

In *Indirect* (Reported) *Speech,* we give the exact meaning of a remark or a speech, without necessarily using the speaker's words, as:

Sana said that she was well then.

Relevant Changes

In changing the *Direct Speech* into *Indirect Speech* certain changes are made as given below:

- The conjunction *that* is used before the indirect statement.
- The pronoun, *I* is changed to she.
- The verb, *am* is changed to was.
- The adverb, *now* is changed to then.

Rules for Changing *Direct Speech* into *Indirect Speech*

It is to be noted that in the example: *Sana said,* "I am well now," *said* is the reporting verb and *I am well now* are the actual words of the speaker.

Rule 1: If the Reporting Verb is in the *Present or Future Tense,* the tense of the verb in the Reported Speech *is not changed.*

Direct : *She* says, "I am tall."
Indirect : *She* says that she is tall.

Rule 2: If the Reporting Verb is in the *Past Tense,* the tense of the verb in *the* Reported

Speech is changed into *one of the forms of the Past Tense*. In short, we should change the verb as per the norms given below:

shall	into	*should*	come	into	*came*
will	into	*would*	is coming	into	*was coming*
may	into	*might*	has come	into	*had come*
can	into	*could*	has been coming	into	*had been coming*

Present Simple becomes Past Simple:

Direct : "I study English every day," he said.
Indirect : He said that he studied English every day.

Present Continuous becomes, Past Continuous:

Direct : "I am studying English at the moment," he said.
Indirect : He said that he was studying English at that moment.

Present Perfect becomes Past Perfect:

Direct : "I have studied English for two years," he said.
Indirect : He said that he had studied English for two years.

Simple Past becomes Past Perfect:

Direct : He said, "I studied English."
Indirect : He said that he had studied English.

Present Perfect Continuous becomes Past Perfect Continuous:

Direct : "I have been studying English for two years," he said.
Indirect : He said that he had been studying English for two years.

Future becomes Conditional:

Direct : "I shall study English next year," he said.
Indirect : He said that he would study English next year.

Future Perfect becomes Conditional Perfect:

Direct : "I shall have studied English for three years by next March," he said
Indirect : He said that he would have studied English for three years by next March.

Note 1. If the *Reported Speech* expresses some *universal truth* or *habitual fact*, the tense of the verb in the *Reported Speech* is not changed into the corresponding Past.

Direct : The teacher said, "The Earth goes round the Sun."
Indirect : The teacher said that the Earth goes round the Sun.

2. When the *Reporting Verb* 'say' takes an indirect object, it is changed into 'tell' in the Indirect Speech.

Direct : "We shall go on a holiday," he said to me.
Indirect : He told me that they would go on a holiday.

Rule 3: Pronouns and Possessive Adjectives of the First and Second Persons in *Direct Speech* are changed into Third Person in *Indirect Speech*.

I, you (singular)	become	*he, she*
My, your (singular)	become	*his, her*
We, you (plural)	become	*they*
Our, your (plural)	become	*their*

Direct : Ali said, "I have been cheated."
Indirect : Ali said that *he* had been cheated.

Direct : The teacher said to him, "You are a good boy."
Indirect : The teacher told him that *he* was a good boy.

Direct : She said, "My ring is stolen."
Indirect : She said that *her* ring was stolen.

Direct : She said to Arun, "Your work is neat."
Indirect : She told Arun that *his* work was neat.

Note: 1. Nouns or Pronouns in Vocative Case are turned into *objects* in the *Indirect Speech*.

Direct : The nurse said, "Renu, you should take your medicine."
Indirect : The nurse told *Renu* that *she* should take *her* medicine.

2. If the pronoun *he* or *she* stands for different people, then the *names of* the *person* referred to are inserted in brackets after the Pronouns. Besides, Nouns could be used instead of Pronouns wherever possible:

Direct : Nidhi said to Nisha, "I like your dress."
Indirect : Nidhi told Nisha that she (*Nidhi*) liked her (*Nisha's*) dress.

Rule 4: In the *Reported Speech*, the words expressing *nearness of time or place* are changed into words showing *distance*.

Now	becomes	*then*	ago	becomes	*before*
this	becomes	*that*	come	becomes	*go*
here	becomes	*there*	today	becomes	*that day*
these	becomes	*those*	yesterday	becomes	*the previous day*
hence	becomes	*thence*	tonight	becomes	*that night*
hither	becomes	*thither*	last night	becomes	*the previous night*
thus	becomes	*so*	tomorrow	becomes	*the next day*

Direct : The teacher said, "I am very busy *now*."
Indirect : The teacher said that he was very busy *then*.

Direct : Aman said, "I met *this* man two weeks *ago*."
Indirect : Aman said that he had met *that* man two weeks *before*.

Direct : She said, "It may rain *tonight*."
Indirect : She said that it might rain *that night*.

1. Assertive Sentences (Statements)

Assertive Sentences in the *Indirect Speech* are usually introduced by the Conjunction, *'that'*:

Direct : He said to Ravi, "You are a brave boy."
Indirect : He told Ravi *that* he was a brave boy.

2. Interrogative Sentences

In reporting a Question in Indirect Speech:

1. The Reporting Verb is changed into *asked, inquired, demanded*, etc.
2. If the question begins with an Interrogative Pronoun or an Interrogative Adverb, such as, *"what, which, when, whose, who, where, how,* and *why"*, the same word is used in the indirect speech to introduce the words spoken by the speaker. The Interrogation sign is replaced by a *full stop*.
3. *If* or *whether is* used to introduce the "question part" in the Indirect Speech, when the question begins with a helping verb, *e.g., is, are, do, has, have, shall, will* and *can*. Such a question has *yes* or *no* as an answer.
4. The Interrogative form is changed into the *Assertive form*.
5. The rules for the change of the tenses of the verbs and the person of Pronouns must be observed.

Direct : Meera said to me, "What are you doing?"
Indirect : Meera asked me *what* I was doing.

Direct : She said to Sunil, "Do you recognise me?"
Indirect : She asked Sunil *whether he* recognised her.

Direct : He said to me, "Do you know the sum?"
Indirect : He inquired of me *if I* knew the sum.

3. Imperative Sentences

1. In reporting an Imperative sentence, the Reporting verb, *say* or *tell* is changed into a verb expressing a *command, advice* or *request*.

Command : *command, order, bid, tell.*
Prohibition : *forbid.*

Advice : *advise, urge.*
Request : *request, desire, ask.*
Proposal : *propose, suggest.*
Entreaty : *entreat, implore, pray, beg.*

2. The Imperative Mood is changed into the Infinitive.
3. 'That' is commonly not used. If it is used then instead of 'to', *'should'* is placed before the Imperative.
4. The rules for the change of Pronouns must be observed.

Direct : She said to me, "Lend me your book for a few days."
Indirect : She *requested* me to lend her my book for a few days.

Direct : David said to his servant, "Do this work."
Indirect : David *ordered* his servant to do that work.

Direct : The teacher said to Janet, "Work regularly."
Indirect : The teacher *advised* Janet to work regularly.

Direct : The beggar said to us, "Give me some money."
Indirect : The beggar *entreated* us to give him some money.

Direct : The servant said to the master, "Pardon my fault, Sir."
Indirect : The servant *begged* his master to pardon his fault.

Note: When 'let' in the Direct Speech expresses a proposal or a suggestion, we may use *should* and change the Reporting Verb to *propose* or *suggest*.

Direct : He said to me, "Let us have some tea."
Indirect : *He proposed* (or *suggested*) to me that we should have some tea.

When *let* does not express a proposal, it should be changed into *might* or *might be allowed*, or into some other Verb, according to the sense.

Direct : He said, "Let me have some water."
Indirect : He wished that he *might have some* water.

4. Exclamatory Sentences

1. When the contents of an Exclamatory Sentence are reported, the Reporting Verb, 'say' or 'tell' is changed into *exclaim, cry out, wish, pray, confess*, etc.
2. The Exclamatory form is changed into the statement form and the Exclamation sign is replaced by a full stop.
3. All Interjections, Nominatives of Address are omitted or sometimes put as the object

of the Reporting Verb, but the force of Interjection is kept by suitable adverbs or other expressive words as indicated below:

Hurrah! or *Ha!* expresses joy.
What! or *Oh!* expresses surprise.
Hash! or *Hush!* expresses attention.
Bravo! or *Hear!* expresses approval.
Alas! expresses grief.
Pooh! expresses contempt.

Direct : She said, "Alas! he is dead."
Indirect : She *cried out with sorrow* that he was dead.

Direct : "Hurrah! We have won the match," shouted the cricket team.
Indirect : The cricket team *shouted with* joy that they had won the match.

Direct : The soldiers said, "Curse on the traitor!"
Indirect : The soldiers *bitterly cursed* the traitor.

ASSIGNMENT 1

Report the following sentences in ***Indirect Speech:***

1. "Cheer up, mother, I'll go and work somewhere," said Venu.
2. The girl said, "How difficult the paper is!"
3. The old man exclaimed, "Will none of you help me?"
4. "Hurry up, Rajan" said his mother, "You'll be missing the school bus."
5. I said, "Joe, which game do you play best?"
6. The spectators said, "Bravo! well played, Pankaj."
7. The boy said to the man, "Why are you standing on the road?"
8. I said to the guard, "When does the next flight come in?"

ASSIGNMENT 2

Report the following sentences in ***Direct Speech:***

1. Kamal said that he took tea in the afternoon.
2. I asked her to be quiet.
3. I told him that I hoped he would pass the examination that year.
4. Mary said that she had seen that picture.
5. He forbade him to enter the house.
6. The girl told us that she would go with us.
7. I asked her why she had disobeyed my orders.
8. Ali asked Ravi if he had read the letter.

ASSIGNMENT 3

Complete the incomplete sentence in each pair of the following sentences making both similar in meaning.

1. The officer said, "Anybody who finds the ring will be rewarded."
   The officer said that .....
   .....
2. The driver said, "I will arrive before the sunset if the jeep doesn't break down."
   The driver said that he .....
   .....
3. He said, "I would have played with you last Saturday if it hadn't rained."
   He said that .....
   .....
4. The teacher said, "You must finish your composition before the end of this period."
   The teacher told me that I .....
   .....
5. The Minister said, "Our earnings from exports will enable us to expand our home industries."
   The Minister said that .....
   .....
6. My friend said, "Did you watch television last night?"
   My friend asked me .....
   .....
7. I said to the teacher, "Some of the questions are difficult and we have to think about them."
   I told the teacher that .....
   .....
8. I said to the boy, "Please give me your pen as soon as you have finished writing."
   I requested the boy .....
   .....
9. The student said, "Good heavens! What are we to do now that the electricity has failed?"
   The student .....
   .....
10. The Director said to the Secretary, "Did anyone telephone me while I was out?"
    The Director asked his Secretary .....
    .....

B. Narrative Composition

A narrative either describes a series of events or tells a story. Narrative essays, such as 'The Great Escape' or 'In the Moonlight' look attractive as the title of the story, because everyone feels it is easy to tell a story. However, you have to make sure that you have a good plot, interesting characters and a suitable atmosphere. The Council for the ISC Examinations insists on at least one narrative composition being included in the examination paper.

Plot

1. Keep the plot simple with a few characters and a single incident.
2. Stick to a previously written *plan*. This will enable you not to write irrelevant matter.
3. Follow a logical or chronological order.
4. Remember that the easiest way to handle a narrative is a series of events in order – beginning, middle and end.

The Beginning

Beginning a narrative is often the most difficult task. You may have thought out your plan with the help of a diagrammatic sketch, but getting started is difficult. In order to maintain the interest of your readers try these ways to begin your composition:

1. Offer a dramatic, unusual detail, *e.g.*, 'There it stood — our ancestral house reduced to a heap of rubble.'
2. Go straight into your action, *e.g.*, 'The day was bright and we were basking in the sun.'
3. Set the scene of the action (but don't go on too long!). Background and a suitable atmosphere is necessary in a narrative composition.
4. Use dramatic dialogue, *e.g.*, "Don't move," he growled. "Otherwise, I'll shoot you."

The Middle

It is important here to:

1. Follow a chronological order that is, the order in which the incidents take place. The following expressions are commonly used in a narrative writing to make the order of events clear:

   First, second, next, finally, at last, consequently, as a result, at length, soon, immediately, then, afterwards, after a few days, etc.
2. Involve a reasonable amount of action. Be creative and imaginative.
3. Link your development with your introduction and conclusion.
4. Describe briefly major characters, places and events.

5. Pay particular attention to your plan so as to ensure that there are no gaps in the plot development.
6. Stick to the same tense. It is advisable to stick to the past tense for your story and you will not be confused.

The End

1. Conclude your story with a positive outlook on life.
2. Avoid leaving the ending in mid-air.
3. Think about an unexpected ending. This is best planned from the outset through a technique which involves you in deciding what 'twist' you are going to give at the end of your story, and then working backwards from this.

Pitfalls

There are a number of things you must NOT do if you are to achieve a good grade for a narrative essay.

1. Avoid telling a story of crime and violence, of pirates and smugglers, which usually ends up with the hero beating up the villain.
2. Do *not* tell an incident about ghosts, vampires or monsters, as these usually culminate in a variety of totally unreal and unbelievable situations.
3. Do *not* retell the story of a film or an incident you may have seen on TV. You will not be able to condense the story into an apparently original plot and your examiner may already have seen the film!
4. At the end of your story, do not suddenly pretend that the whole thing has been a dream and 'then I woke up'. This is a common fault and you should avoid it if you possibly can.
5. Do not use slang expressions, even when attempting to reproduce realistic dialogue.

ASSIGNMENT

1. Narrate an incident in which you felt you were the victim of injustice.
2. Every night when you sleep, you get the same dream. Narrate the dream. What do you think is causing this recurrent dream?

C. Homophones

1. *Air*	the mixture of gases that surrounds the earth.
Heir	inheritor.
2. *Aloud*	in a voice that other people can hear.
Allowed	to let somebody to do something.
3. *Bear*	endure
Bare	uncovered
4. *Born*	take birth
Borne	carried
5. *Cite*	to quote, mention or refer to
Site	a location
6. *Coarse*	rough
Course	direction
7. *Compliment*	regard
Complement	that which makes up
8. *Cue*	a signal.
Queue	a line of people or vehicles.
9. *Currant*	a small dried grape
Current	happening now.
10. *Heal*	to cure somebody who is sick.
Heel	the raised part on the bottom of a shoe.
11. *Hear*	to perceive a sound with the ear.
Here	at this place or position.
12. *Hoard*	to keep large amount of food or money secretly.
Horde	a large group of people.

ASSIGNMENT

Fill in the blanks with suitable words:

1. Let's go out for some fresh ..... .

   He is the only ..... to the huge family estate.

2. Sumit had to read the letter ..... to the class.

   He was not ..... by the teacher to read it in a low voice.

3. His accident was a ..... for more trouble for his family.

   There was a long ..... for entry into the exhibition ground.

4. Her mother put lots of ..... in the cake.

   The Sports teacher will announce the list of cricket players for the ..... year on Wednesday.

5. It took a long time for her wounds to ..... .

   She clicked her ..... and walked out of the room.

6. As she entered the room, she could ..... footsteps behind her.

   ..... is the book you wanted to consult.

7. The government has made strict rules against those who ..... essential food items.

   Cricket fans turned up in ..... to watch the final of the One Day bilateral-series between India and Pakistan.

8. I cannot ..... this heat.

   He ..... his innermost thoughts to the priest.

9. She was ..... on Wednesday.

   The water- ..... diseases were a threat to the inhabitants.

10. The soldier was ..... for bravery.

The contractor is at the construction .....

11. They wear ..... clothes.

They have taken a wrong .....

12. We sent our best ..... for the occasion.

The two brothers ..... each other.

Common Errors: The Use of Correlatives

Rewrite the following sentences correctly:

1. He is neither rich or clever.

.....

2. The thief both carried away my wife's books and my own.

.....

3. He neither cares for his wife nor his children.

.....

4. He not only cheated her but also my mother.

.....

5. Scarcely Mohit left than Meena entered.

.....

6. Though he worked hard but he failed.

.....

D. Specimen Paper 10

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Imagine a day when the entire stock of petrol and diesel were exhausted. Describe what would happen.

(b) It is said that childhood is the happiest period of one's life. State how true this statement is, narrating evidences from your own childhood days.

(c) 'The money spent by India on hosting International sporting events is a waste!' Write *for* or *against* the statement.

(d) Discipline

(e) Learn from the mistakes of others. You can't live long enough to make them all by yourself. Express your views on the statement.

(f) As the ticket collector asked for the ticket, I dug my hand into my pocket only to discover that the purse along with the ticket had disappeared..... . Complete the story.

Question 2

(a) Your school recently took Class XI students to watch a movie at a theatre. The Principal of your school has asked you to give a review of the movie you watched. Write a report based on the points given below:

(You may also include other relevant details.) [15]

Date, time, place — name of the movie — the hall — the director/producer/music composer and choreographer — the lead actors — brief outline of the story — quality of acting — the overall effect and appeal of the movie — reaction of your classmates.

(b) As the President of the Students Wing of the RWA of your colony, you have been assigned the task of organising Self-Defence classes for the girls of your colony. Write a proposal in not more than 150 words, stating the steps you would take to organise these classes. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not.

Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) **(A)** As soon as our team won the match, the boys started dancing.

(B) No sooner.....

Answer: (0) No sooner had our team won the match, than the boys started dancing.

1. **(A)** Tina wrote a regular column in *The Pioneer*.

(B) *The Pioneer*.....

2. **(A)** How did the floods affect Roger's family?

(B) What effect .....

3. **(A)** Our peon lost his job as he was late every day.

(B) Had .....

4. **(A)** The police are expecting to make an arrest shortly.

(B) It is .....

5. **(A)** The accused was silent throughout the court proceedings.

(B) Not a word .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. The watch has run ..... .
2. A boy was run ..... by a car.
3. She passes ..... a model in the city.
4. The protest march passed ..... peacefully.
5. Teenagers generally hang ..... fast food restaurants.
6. The friends have not been able to hang ..... in times of adversity.
7. She held herself ..... from abusing him.
8. The flight was held ..... due to fog.
9. By the time the doctor arrived ..... the scene, it was all over.
10. They took a long time to arrive ..... the truth.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

The honeybee is a strange insect. Unlike other insects which live alone, the honey bee .....(1) (live) as a member of a community. These bees live together in what is known as a bee colony.

The head of the colony .....(2) (call) the queen bee. She is larger than the rest of the bees. Her main task in the colony is .....(3) (lay) eggs. Most of the other bees are the worker bees. These bees collect nectar and pollen from flowers. The nectar that .....(4) (carry) by the worker bees .....(5) (deposit) on the hive and then .....(6) (convert) into honey. The worker bees also help look after the young bees. As soon as the eggs .....(7) (hatch), the worker bees feed the young bees with pollen and nectar.

The queen bee has a life span of about three years. During this period, she would have .....(8) (lay) more than half a million eggs. When the queen bee .....(9) (die), a new queen .....(10) (groom). This new queen eventually takes over the 'duties' of the old queen when the latter dies.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) Dr Haimberger was incharge of a health resort in Bohemia. He took care of people suffering from lack of appetite. Once Haimberger went off on a long voyage in a sailing-ship. There were fifteen passengers on board. The table-fare was of the regulation pattern of the day: at 7 in the morning, a cup of coffee in bed; at 9, breakfast; at 1 p.m., lunch; 5 p.m., dinner: 9 till 11 p.m., supper. 5

(2) At the end of the first week eating had ceased, nibbling had taken its place. The passengers came to the table, but it was partly to put in the time, and partly because

the wisdom of the ages commanded them to be regular in their meals. They were tired of the coarse and monotonous fare, and took no interest in it, had no appetite for it. All day and every day they roamed the ship half hungry, plagued by their gnawing stomachs, moody, untalkative, miserable. Among them were three confirmed dyspeptics. These became shadows in the course of three weeks. There was also a bed-ridden invalid; he lived on boiled rice; he could not look at the regular dishes.

(3) Now came shipwrecks and life in open boats, with the usual paucity of food. Provisions ran lower and lower. The appetites improved, then. When nothing was left but raw vegetables and the ration of that was down to two ounces a day per person, the appetites were perfect. At the end of fifteen days, the dyspeptics, the invalid, and the most delicate ladies in the party were chewing vegetables in ecstasy, and only complaining because the supply of them was limited. They were rescued by an English vessel. Within ten days the whole fifteen were in as good condition as they had been when the shipwreck occurred.

(4) "As regards his health an average man is what his environment and his superstitions have made him; and their function is to make him an ass. He can"t add up three or four new circumstances together and perceive what they mean; it is beyond him. He is not capable of observing for himself; he has to get everything at second-hand," said Haimberger.

(5) The professor, who was listening said, "Then, what is your scheme to cure appetite?"

(6) "Quite simple. Don't eat until you are hungry. If the food fails to taste good, fails to satisfy you, rejoice you, comfort you, don"t eat again until you are very hungry. Then it will rejoice you—and do you good, too."

(7) "What is the best diet?" the professor asked.

(8) "All diets are wholesome. Some are better than others, but all the ordinary diets are wholesome enough for the people who use them. Whether the food be fine or coarse it will taste good and it will nourish if a watch be kept upon the appetite and a little starvation introduced every time it weakens. Andrew was used to fine fare, but when his meals were restricted to liquids for months at a time he suffered no damage and no discomfort, because his appetite was kept at par."

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. stopped .....
2. boring .....
3. scarcity .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. board (*line 3*) .....
2. table (*line 7*) .....
3. fare (*line 9*) .....

(b) Answer the following questions in your own words as briefly as possible:

(i) At the end of the first week why were the people on board the ship not interested in having their meals? [2]

.....

(ii) What happened to the appetite of the people during the shipwreck? [2]

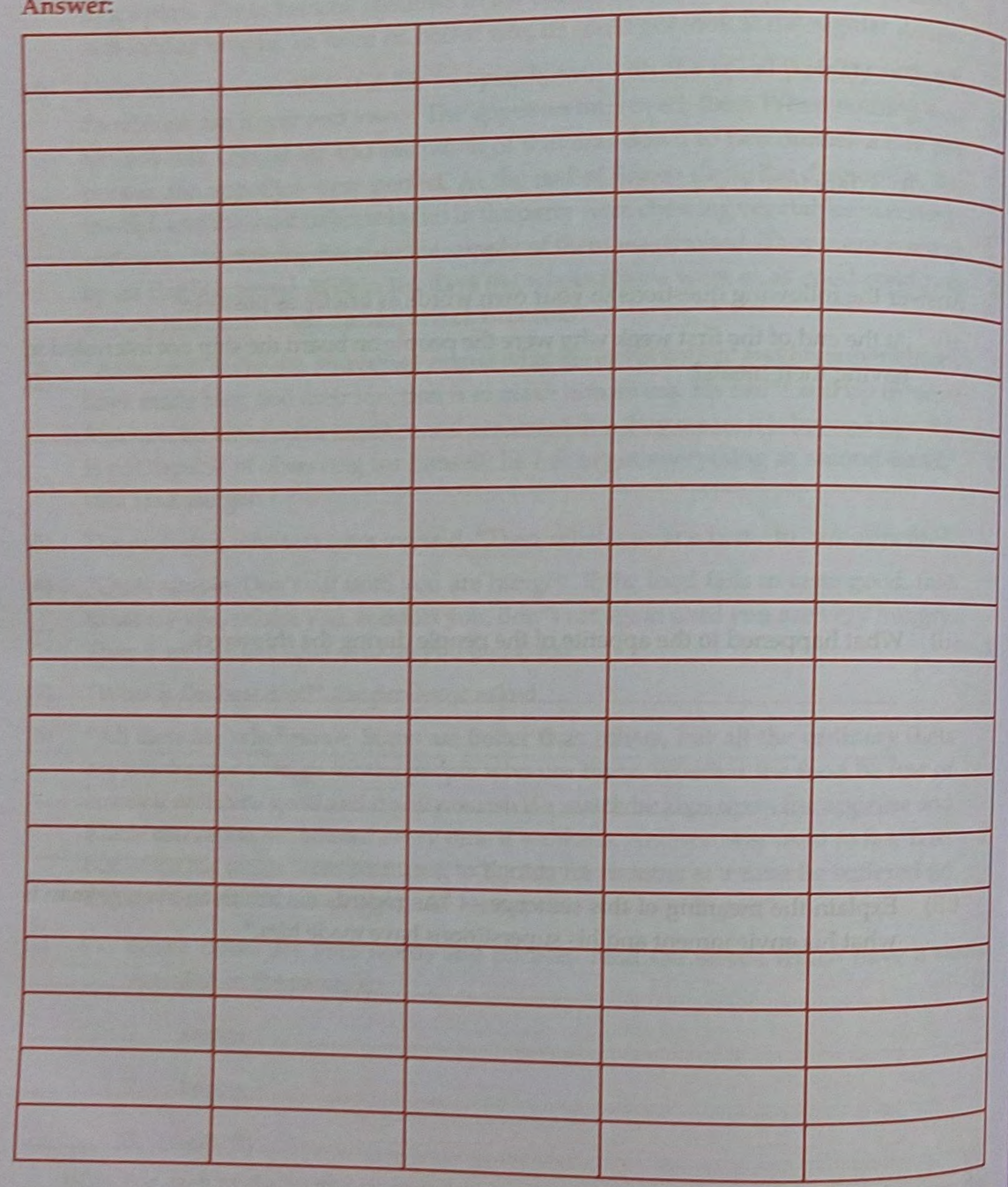
.....

(iii) Explain the meaning of this sentence — "As regards his health an average man is what his environment and his superstitions have made him." [2]

.....

(c) In not more than 100 words, summarise the views of Dr Haimberger on lack of appetite. (Paragraphs 4 to 8). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:



UNIT 11

A. Transformation of Sentences (2)

To transform a sentence means to change it from one grammatical form to another, without changing its meaning. Many of the points discussed in this chapter have been dealt with in detail in previous units. This chapter will help you to revise and to consolidate what you have learnt earlier.

1. Sentences Containing the Adverb 'too'

We can change the form of a sentence containing the *adverb*, 'too' as shown below:

1. It is *too* hot to go out.

   It is *so* hot *that* I cannot go out.

2. He is *too* proud to beg.

   He is *so* proud *that* he cannot beg.

3. The mangoes are *too* cheap to be fresh.

   The mangoes are *so* cheap *that* they cannot be fresh

ASSIGNMENT 1

Rewrite the following sentences removing the adverb, 'too':

1. It is never too late to make amends.
2. The bread is too stale to be eaten.
3. The news is too good to be true.
4. He is too honest to be corrupt.
5. It was too cold to go for a walk.
6. She was too poor to pay her fees.
7. He was too late to catch the train.
8. The hall is too small to accommodate everybody.
9. The tea is too hot to drink.
10. This tree is too high for me to climb.

ASSIGNMENT 2

Rewrite the following sentences using 'too':

1. She is so forgetful that she cannot remember the speech.
2. Sunil is so weak that he cannot walk.
3. He is so strong that he cannot be defeated.
4. These books are so costly that you cannot buy them.
5. He is so short that he cannot be a basketball player.
6. She speaks so softly that she cannot be heard.
7. She is so weak that she cannot get up from the bed.
8. I am so tired that I cannot walk.

2. Interchange of Active and Passive Voice

A sentence in the Active Voice can be changed into the Passive Voice and *vice versa*:

Active : I am writing the letter.
Passive : The letter is being written by me.

Active : Give the order.
Passive : Let the order be given.

Active : Someone has picked my pocket.
Passive : My pocket has been picked by someone.

Active : They will help us with money.
Passive : We shall be helped by them with money.

Active : All trust an honest man.
Passive : An honest man is trusted by all.

Active : One should keep one's promises.
Passive : Promises should be kept.

Active : You surprise me.
Passive : I am surprised.

ASSIGNMENT 3

Change the following sentences into the Passive Voice:

1. The teacher has told us to go to the library.
2. One should obey one's parents.
3. He painted the car red.
4. We are expecting good news.
5. Never deceive a close friend.

6. Ravi gave him a computer.
7. All the girls laughed at him.
8. Their attitude surprised us.

ASSIGNMENT 4

Put the following sentences into the Active Form:

1. A dog was knocked down by a bus.
2. The fan was being put off.
3. The thief will be arrested.
4. The telephone wires have been cut.
5. He was refused admission.
6. Why were you punished by the teacher?
7. He was rewarded.
8. Our action had been justified by the facts.

3. Interchange of Affirmative into Negative Sentences

Affirmative Sentences can be transformed into Negative Sentences and *vice versa*:

Affirmative : She is richer than I.
Negative : I am not as rich as she.

Affirmative : I was doubtful whether it was you.
Negative : I was not sure that it was you.

Affirmative : They tried every plan.
Negative : They left no plan untried.

Affirmative : Always speak the truth.
Negative : Never tell a lie.

Affirmative : As soon as he saw us, he ran away.
Negative : No sooner did he see us than he ran away.

Affirmative : He is the cleverest man in the town.
Negative : No man in the town is as clever as he is.

ASSIGNMENT 5

Change the following sentences into Negative Sentences:

1. Every man makes mistakes.
2. America is the richest country in the world.
3. I shall always remember his kindness.
4. He is richer than his uncle.

5. All believe in his honesty.
6. She is sometimes careless in her work.
7. Only a rich man can afford to lead such a life of luxury.
8. Please remember to bring my book.

ASSIGNMENT 6

Change the following Negative Sentences into Affirmative Sentences:

1. No one will abandon his family.
2. The two brothers are not unlike each other.
3. Not many men can be cruel to an animal.
4. Please do not forget to post this letter.
5. There is no smoke without fire.
6. He left no stone unturned.

4. Interchange of Interrogative and Assertive Sentences

Study the following examples:

Interrogative : Can anyone bear such an insult?
Assertive : No one can bear such an insult.

Interrogative : Can a tiger change his nature?
Assertive : A tiger cannot change his nature.

Interrogative : Is not blood thicker than water?
Assertive : Blood is thicker than water.

Interrogative : Who does not love his country?
Assertive : Everybody loves his country.

ASSIGNMENT 7

Change the following sentences into Assertive Sentences:

1. Is this the way a student should behave?
2. Can the leopard change his spots?
3. Why waste time in reading trash?
4. How can I forget your kindness?
5. Who can forget those kind people?
6. Who has not heard of Tagore?
7. Is this the dress to be worn for the party?
8. Who does not fear the lion?

ASSIGNMENT 8

Change the following sentences into Interrogative Sentences:

1. Their glory can never fade.
2. Prevention is better than cure.
3. There is nothing better than honesty.
4. He could have done nothing without your advice.
5. It is no use crying over spilt milk.
6. No one will like to live like a beggar.
7. Nobody can deny that honesty is the best policy.
8. Cowards die many times before their death.

5. Interchange of Exclamatory and Assertive Sentences

Exclamations may be transformed into Assertions as shown below:

Exclamatory : How well she sings!
Assertive : She sings very well.

Exclamatory : What a fool you are!
Assertive : You are a big fool.

Exclamatory : Oh, that I were young again!
Assertive : I wish that I were young again.

Exclamatory : Alas! Poor Vimla is dead!
Assertive : It is very sad that poor Vimla is dead.

ASSIGNMENT 9

Transform the following Exclamatory Sentences into Assertive Sentences:

1. What a delicious flavour these mangoes have!
2. What a piece of work is man!
3. That you should dare to criticise my truthfulness!
4. Oh, what trouble we had to face!
5. Oh, that we were young again!
6. Had I but come one hour earlier!
7. How hot is the weather!
8. How beautiful is the sky!

ASSIGNMENT 10

Transform the following Assertive Sentences into Exclamatory Sentences:

1. I wish I had met you five years ago.
2. She led a most happy life.
3. I wish that the desert were my dwelling place.
4. He wishes that I should be a teacher.
5. The ant is very intelligent.
6. He was very active in his old age.
7. She promised to cooperate fully with me.
8. He acted very hastily.

ASSIGNMENT 11

Rewrite the following sentences replacing the words in italics with Adjectives:

1. The rats gave us a lot *of trouble.*
2. Ashoka treated his enemies with *kindness.*
3. He was dismissed for *negligence.*
4. The merchant had great *success* in all his dealings.
5. *Respect* your teachers.
6. None of us had the *courage* to go near the tiger.
7. Rita hopes to *stand first* in the examination.
8. He passed an hour *anxiously.*

ASSIGNMENT 12

Rewrite the following sentences replacing the words in italics with Adverbs:

1. He went there with *reluctance.*
2. The manager showed his *skill* in handling the situation.
3. Her dress was *poor.*
4. Make a *careful* analysis of the chemical.
5. The farmer appeared to be *a fool.*
6. He answered without any *hesitation.*
7. The patient spent a *restless* night.
8. The magician was dressed in a *strange* fashion.

B. Argumentative Composition

In an argumentative composition, you are required to put forward your ideas and opinions on a controversial subject. It should consist of a central theme developed to an inevitable conclusion. First of all, decide what to say in the conclusion and then plan your arguments consistently, leading up to the conclusion. The subject may contain the words like discussion, a statement or a quotation, in which you are expected to consider both sides of the theme. Support your arguments by facts and reasons.

The following qualities are expected in an argumentative writing:

- Relevant points presented in an orderly way.
- Putting forward convincing arguments, facts, figures and statistics.
- Consideration of both the sides of an argument.
- The ability to take an account of the opposing points of view before presenting your arguments.
- The ability to present forcefully a clear conclusion.
- Evidence of logical thinking and forceful expression.

Order of ideas

The order, in which your examples, details and arguments should be arranged in an argumentative composition, is determined by their importance. Usually, begin with the least important and work through to the most important, saving your most powerful argument until the end.

Connectives in an argumentative composition

The following words are helpful in carrying the thought smoothly from one idea to the other in an argumentative composition:

First, second, third, next, finally, but, moreover, furthermore, in addition to, also, on the contrary, hence, therefore, in fact, accordingly, at the same time.

ASSIGNMENT

Write a composition on one of the following topics:

1. Nuclear weapons should be totally banned.
2. Money is a good servant, but a bad master.

C. Homophones

1. *Pair*	a set of two things used together or seen as a unit
Pare	trim by cutting away the outer edges
Pear	a yellowish-green edible fruit
2. *Peak*	the pointed top of a mountain
Peek	to look quickly
Pique	resentment arising from hurt pride
3. *Pore*	tiny opening in the skin or other surface
Pour	flow in a steady stream
4. *Rain*	water that falls from the sky in separate drops
Reins	long narrow leather band fastened around a horse's neck
Reign	the period during which a ruler rules
5. *Son*	a person's male child
Sun	the star round which the earth orbits and gives heat and light to the earth
6. *Vain*	having an excessively high opinion of oneself
Vein	a particular style or manner.

ASSIGNMENT

Fill in the blanks with suitable words:

1. This vase is one of a matching ..... .
   She asked her to first ..... the rind from the lemon.
2. The mountaineer reached the ..... and unfurled the tricolour there.
   The magician ..... at the audience from behind the curtain.
   He felt a little ..... when he found nobody was interested in him.
3. His mother asked him to ..... the sauce over the pasta.
   Pimples are formed when ..... get blocked with dirt.
4. As he stepped out of his house, there was a heavy ..... .
   Kalidasa was one of the nine jewels during the ..... of Vikramaditya.
5. Mohit is the ..... of a rich business man.
   He waited for the ..... to rise before embarking on a journey.
6. She is too ..... to go by bus.
   All the members of the committee shouted in a similar ..... .

D. Specimen Paper 11

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Give a vivid description of a hill station you visited during the summer vacation.

(b) Suppose that you got the power of reading the minds of others for a day. Narrate what happened and what were the consequences.

(c) 'Use of plastic carry-bags should be banned to protect environment.' Write *for* or *against* the statement.

(d) Hope

(e) Behold the turtle, he makes progress only when he sticks his neck out. Express your views on the statement.

(f) Write an original or imagined story that begins with:

A thief enters the house of a hermit and is caught.... .

Question 2

(a) Write a review for a newspaper, of a film, which is a sequel of another film by the same name. Base your review on the hints given below:

Name of the film, its director, producer and writer — genre of the film (a comedy, a tragedy, a satire, a family drama, action movie, thriller) brief outline of the plot of the film — lead actors in this film and its original version — comparison between the two versions in terms of story, acting, choreography, dialogues and overall entertainment value.

(You may also include other relevant details.) [15]

(b) Being the Head Boy/Head Girl of your school, you have to organise *Swachta Abhiyan* in the vicinity of your school. Write a proposal in not more than 150 words, stating the measures you would take to successfully organise this programme. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) We will go out for a meal if the cook is absent.

(B) Should .....

Answer: (0) Should the cook be absent, we will go out for a meal.

1. (A) I want to succeed very well and to leave the college with Honours.

(B) I want to succeed so well .....

2. (A) "You must be tired now, Mary, after all your hard work," she said.

(B) She told Mary .....

3. (A) Deepa was visibly upset at the reception she got.

(B) The reception .....

4. (A) People who make silly mistakes, usually do not concentrate on their work.

(B) If .....

5. (A) I did everything I could to persuade her to sing, but it had no effect.

(B) Nothing .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. Your report on the incident does not agree ..... hers.
2. He will not agree ..... our proposal.
3. The scandal may bring ..... the government.
4. These facts will be brought ..... against you.
5. She is anxious not to build ..... false hopes.
6. The story is built ..... a group of school dropouts.
7. Can you tell me how the accident came ..... ?
8. He came ..... some old coins in a bag.
9. Their long struggle ended ..... a failure.
10. She ended ..... doing all the work herself.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

Albert .....(1) (work) as a lifeguard at a beach resort. His job comprises sitting on a high chair at the beach area and .....(2) (keep) a sharp lookout for anyone in the water who could be in trouble. One morning, Albert was sitting in his 'high' chair as usual when he heard a voice .....(3) (say), "Excuse me, lifeguard." Albert .....(4) (look) down from his chair. An anxious looking, bespectacled middle aged man .....(5) (stand) below, ...(6) (carry) a pail. "Excuse me, lifeguard," the man repeated. "Do I have .....(7) (pay) you for getting water from the sea?" Albert was puzzled. No one .....(8) (ask) him such a question before. He decided that this man must be a lunatic. "Oh, you have to pay fifty cents for every pail of water you collect," said Albert jokingly. Much to his surprise the man paid him.

Albert soon .....(9) (forget) the incident during the course of the day. In the late afternoon, however, he saw the man again. As it was low tide, the water level in the sea was much lower than in the morning. When the man saw this, his eyes grew wide with amazement.

"Why, you must .....(10) (make) a lot of money this afternoon," he exclaimed to Albert.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) In a cold damp night, a family was sitting in front of the fireside in Laburnam Villa. Mr White and his son, Herbert, were playing chess, and Mrs White was knitting by the fire. Mr White lost the game and became angry.

(2) Soon, there was a knock at the door and the Sergeant-Major entered. During their conversation, he told them some tales about his trips to India, where he obtained a monkey's paw. The paw was magical, allowing three men three wishes each. One man had died and the Sergeant-Major had used up his three wishes. He tossed 5

the paw into the fire, but Mr White snatched it out and kept it for himself. The Sergeant-Major told them that a fakir had put a spell on the paw "to show that fate ruled people's lives and those who tampered with fate did so to their sorrow."

(3) Mr White took the paw from his pocket and looked at it dubiously. He did not know what to wish for. At that moment, his son asked him to wish for two hundred pounds. Mr White did so and they all went to bed for the night. In the morning, Herbert left for work.

(4) Later in the day, a visitor came to the White household. The visitor was from Maw and Meggins, the company where their son worked.The man told the parents that their son was badly hurt, but he was not in any pain. Then it occurred to the mother that their son was dead.It took longer for the father to get the impact of the man's words.

(5) The man from Maw and Meggins informed them that the company was not responsible for his death but due to Herbert's services, they wanted to compensate the family two hundred pounds. The wife screamed and the old man fell on the floor.

(6) Herbert was buried in a nearby cemetery. About a week later, Mr White was awakened by the sounds of Mrs White's weeping over their son. Suddenly, she remembered the paw and the two wishes that remained. She pleaded to Mr White to get the paw and to make a wish that Herbert is brought to life. He tried to tell her that since Herbert had been mangled in the machinery and been buried for a week, it would not be a wise wish. But she insisted. Despite misgivings about invoking the magic of the paw again, Mr White made the second wish for Herbert to be alive again.

(7) They waited. They watched outside the window, but nothing happened and no one arrived. As they went to bed, they suddenly heard a slight knock at the door. The knocking increased, Mr White, however, was trying frantically to reach the paw. He called his son "it" and "the thing," knowing fully well what semblance of a man might walk into the house.

(8) Mr White heard his wife drag a chair to reach the door bolt to unlatch it. He grabbed the paw and made his third and last wish. He heard the door open. A cold wind rushed up the staircase along with a desperate cry from his wife. Gathering his courage, he ran up to his wife and then to the gate beyond. Only dim street light flickered on the deserted road.

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. interfered .....
2. suspiciously .....
3. pay for the loss of life .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. spell *(line 9)* .....
2. pocket *(line 11)* .....
3. alive *(line 28)* .....

(b) Answer the following questions in your own words as briefly as possible:

(i) Give the meaning of the spell put on the paw. How and with what consequences did Mr White's first wish come true? [2]

.....

(ii) What was Mr White's second wish? Why did he make that wish? [2]

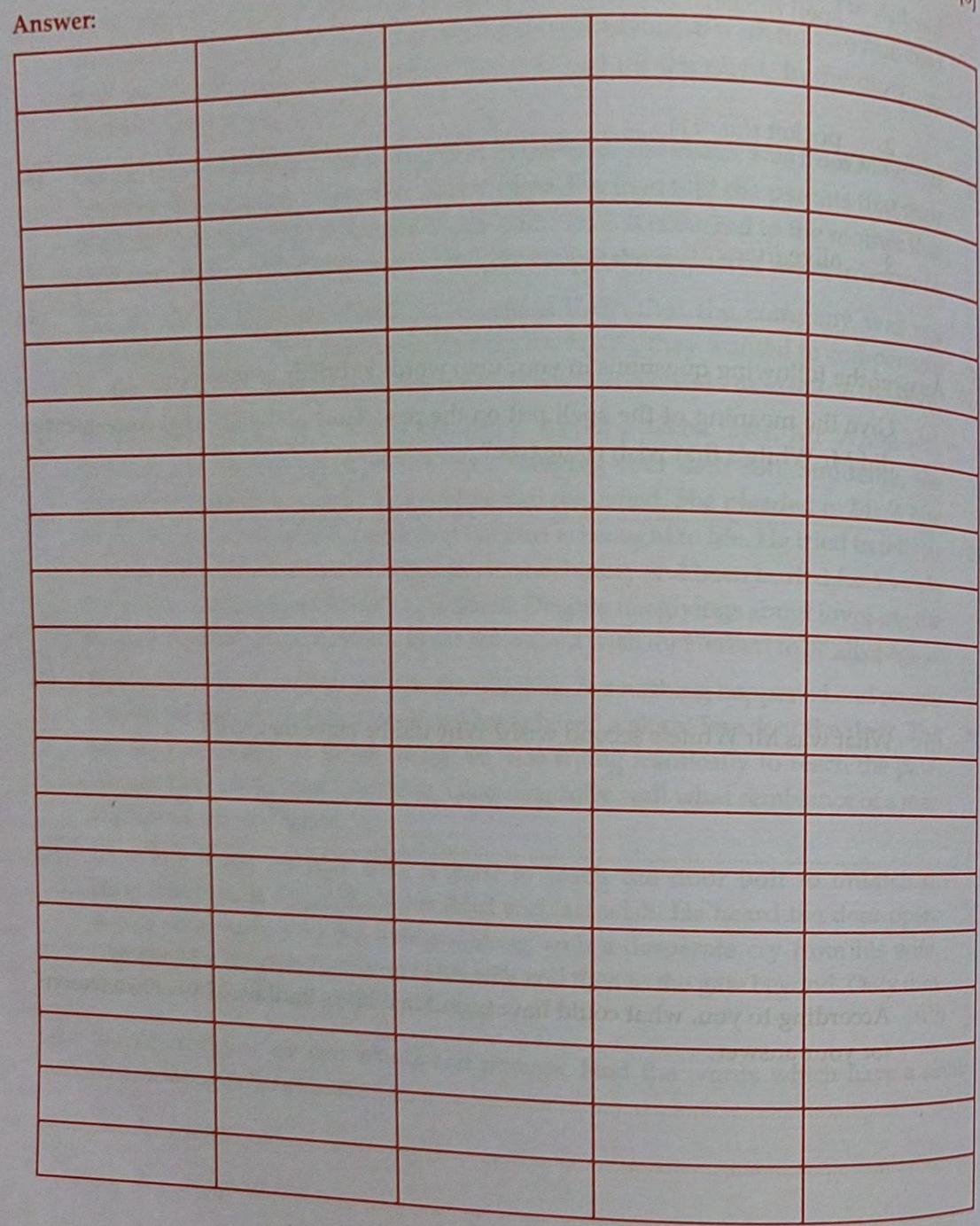
.....

(iii) According to you, what could have been Mr White's third wish? Give two reasons for your answer. [2]

.....

(c) In not more than 100 words, state how the spell put on the paw came true in the passage. (Paragraphs 2 to 8). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:



OOO

UNIT 12

A. Use of Adjectives

1. ***Later, Latest:*** Both denote time. 'Later' is opposed to 'Earlier'; as:

   This aspect will be covered in a *later* chapter.

   'Latest' refers to the 'most recent'; as:

   This is the *latest* edition of the book.

2. ***Latter, Last:*** Both are used for position or order. 'Latter' is opposed to 'former'; as:

   We will be busy in the *latter* half of the year.

   The *last* girl in the line is Priya.

3. ***Nearest, Next:*** 'Nearest', refers to distance; as:

   Which is the *nearest* bus terminal?

   Next refers to 'order'; as:

   Mr Chand lives in the *next* house.

4. ***Elder, Eldest:*** Both are used for members of the same family. 'Elder' is never followed by 'than'; as:

   Ritu is her *elder* sister.

   Vivek is her *eldest* brother.

5. ***Older, Oldest:*** Both are used for persons and things; as:

   She is *older* than I am.

   This house is *older* than that.

   Ganesh is the *oldest* employee.

   This is the *oldest* monument in the city.

6. ***Farther, Further:*** 'Farther' means more distant; as:

   The shop is at the *farther* end of the street.

   The airport is *farther* from the house than the railway station.

   Further means additional; as:

   She received *no further* help.

   I have nothing *further to* say.

Transformation of Sentences

It is possible to change the Degree of Comparison of an adjective without changing the meaning of the sentence:

1. *Positive* : Birds do not fly as *fast* as the aeroplane.
   Comparative : The aeroplane *flies faster* than birds.
2. *Positive* : Reena is as *clever* as Navin.
   Comparative : Navin is not *cleverer* than Reena.
3. *Positive* : No other fruit is as *sweet* as the mango.
   Comparative : The mango is *sweeter* than any other fruit.
   Superlative : The mango is the *sweetest* of all the fruits.
4. *Positive* : No other metal is as *costly* as gold.
   Comparative : No other metal is *costlier* than gold.
   Superlative : Gold is the *costliest* of all the metals.
5. *Positive* : Some writers are as *great* as Hardy.
   Comparative : Hardy is not *greater* than some other writers.
   Superlative : Hardy is not the *greatest* of all the writers.
6. *Positive* : Very few cities in India are *as big as* Chennai.
   Comparative : Chennai is *bigger than* most other cities in India.
   Superlative : Chennai is *one of the biggest* cities in India.

ASSIGNMENT 1

Change the Degree of Comparison without changing the meaning:

1. Lead is heavier than any other metal.
2. A wise enemy is better than a foolish friend.
3. I get up earlier than you do.
4. Delhi is not as crowded as Mumbai.
5. The rose is the sweetest of all the flowers.
6. Hunger is the best sauce.
7. Savitri is cleverer than any other girl in the class.
8. Mr Kumar is one of the best teachers in our school.
9. Very few runners are as swift as Adam.
10. Lucknow is not as cool as Shimla.

ASSIGNMENT 2

In each of the following items sentence A is complete, but sentence B is not. Complete sentence B, making it similar in meaning to sentence A.

1. (A) Eva is less strong than Joe.
   (B) Joe .....
2. (A) Mohan is not as strong as Ravi.
   (B) Ravi .....
3. (A) December is the coldest month of the year.
   (B) No other month .....
4. (A) This is the most difficult book.
   (B) No .....
5. (A) Very few cities are as large as Kolkata.
   (B) Kolkata is .....
6. (A) Kalidasa is the greatest of Indian poets.
   (B) No .....
7. (A) Lead is heavier than any other metal.
   (B) No other metal .....
8. (A) I get up earlier than she does.
   (B) She .....
9. (A) This town is not so dirty as that town.
   (B) That town .....
10. (A) Diamond is harder than any other substance.
    (B) Diamond is the hardest.....

B. Descriptive Composition

Descriptive Composition is developed by a series of descriptive facts. Such a composition, therefore, is a picture painted with words. It may be a description of a scene, an object or a person. The description should be accurate without giving too many unnecessary details. The most essential quality required for writing such a composition is an eye for detail. Many people are unable to visualise in their minds the details of a scene which they might have looked at thousands of times.

There are two ways of dealing with a descriptive essay.

- First of all, there is the method by which the writer moves across his scene, describing a variety of details as he sees them. This method need not be confined to sights. The writer may describe sounds, smells and movements.
- The second method of dealing with the descriptive essay is by making use of contrasts. One can often find interesting material by comparing a scene by day with the same scene by night.
- Description of characters is given in Chapters 7 and 9.

Natural Order

The order in a description is the natural order in which various parts of an object or scene appear to you. You may describe your scene from left to right, foreground to background, top to bottom. You may also go from picture to picture, in whatever order you think will be most effective. The use of connecting words and phrases, will help the reader to follow you. The following words and phrases, will prove useful in making clear to the reader the location of each thing you are describing:

nearby, opposite to, adjacent to, on my left, on my right, on the opposite side, at a distance, above, beyond, below, etc.

You can develop your descriptive power every day. Examine your surroundings, close your eyes and listen to the sounds around you—chattering of children, twittering of birds, honking of horns, etc. Examine the sensation produced by your surroundings—the bite of a cold wind, the warmth of the sun, the tang of the salty air. Examine those features which enable you to identify your surroundings with your eyes closed—sounds, smells, tastes and sights of various objects.

Outlines

If you are asked to describe a scene, an object or a person you could deal with the topic in the following way:

1. Description of a Scene

Introduction

A general impression of the scene: a busy town centre, a stormy seashore, a deserted village.

Body of the composition

This may consist of description of buildings, traffic, people and their actions, animals, trees, flowers, etc. Included in this part are colours, shapes, sounds and smells. Make your description vivid by using figures of speech, as the river disappearing like a serpent.

Conclusion

Normally, it consists of the impression the scene has made on you. The scene may make you happy, puzzled, indifferent, lonely or sad. Describe any association or memories that the scene has brought about in you.

2. Description of an Object

The description of an object usually consists of:

(a) the class to which the object belongs, *e.g.*, a thermometer is a scientific instrument for measuring temperature.

(b) the general look of the object: its shape, size, colour, material, etc.

(c) particular features which enable the object to be identified.

C. Correct Use of Words

Given below is the correct usage of the following pairs of words:

1.	*Fare*	sum paid by a passenger
	Fair	unbiased
2.	*Formally*	in accordance with rules or customs
	Formerly	previously
3.	*Human*	pertaining to man
	Humane	kind, benevolent
4.	*Industrial*	relating to industry
	Industrious	hardworking
5.	*Judicial*	pertaining to law
	Judicious	wise
6.	*Loose*	not tight
	Lose	to part with something
7.	*Persecute*	to cause suffering
	Prosecute	to bring legal action against
8.	*Right*	proper
	Rite	a religious or solemn ceremony

ASSIGNMENT

Fill in the blanks with suitable words:

1. What is the air ..... from Indore to Mumbai?

   His dealings are ..... (*fare, fair*)

2. The proposal was not ..... made.

   He ..... played for the Olympics. (*formerly, formally*)

3. To err is ..... .

   The ..... treatment of prisoners is now advocated by all. (*human, humane*)

4. Ahmedabad is an ..... town.

   Rahul is both ..... and honest. (*industrious, industrial*)

5. A ..... enquiry was ordered into the illegal sale of agricultural land.

   We should be very ..... in choosing our profession. (*judicial, judicious*)

6. My shirt is ..... .

   Don't ..... your patience. (*lose, loose*)

7. The Bahais were ..... for their religious beliefs.

   When his neighbour punched him, Jones decided to ..... him. (*persecuted, prosecute*)

8. She knows the ..... use of words.

   Her funeral ..... were performed yesterday. (*right, rites*)

Common Errors : Verb

	Incorrect	*Correct*
1.	The ship was drowned.	The ship was *sunk*.
2.	Joe would not hear me.	Joe would not *listen to me*.
3.	The patient died before the doctor arrived.	The patient *had died* before the doctor arrived.
4.	I will go by the time Geeta will come.	I *shall have* gone by the time Geeta comes.
5.	The murderer was hung.	The murderer was *hanged*.
6.	They hanged the picture on the wall.	They *hung* the picture on the wall.
7.	The hen has lain eggs.	The hen has *laid* eggs.
8.	The traveller laid under the tree.	The traveller *lay* under the tree.
9.	Four weeks are a good holiday.	Four weeks *is* a good holiday.
10.	Please see the blackboard.	Please *look* at the blackboard.
11.	Each boy and each girl were given an award.	Each boy and each girl *was* given an award.
12.	She availed of the offer.	She availed herself of the offer.
13.	Enjoy in the garden.	Enjoy yourself in the garden.
14.	I have no pen to write.	I have no pen to write *with*.

D. Specimen Paper 12

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) You were returning home by train after an exciting trip to Agra. Suddenly at night, you woke up and discovered that your suitcase had been stolen. Describe your feelings at the time and the subsequent efforts you made to recover the suitcase.

(b) It is said, "What you don't know won't hurt you," but the opposite often turns out to be true. Tell about a time when you were hurt by something you didn't know.

(c) 'All the government jobs should be offered to the local residents only.' Write *for* or *against* the statement.

(d) Misunderstanding.

(e) We make a living by what we get. We make life, by what we give. Express your views on the statement.

(f) Write an original short story in which a judge, a photographer and an old lady play an important part.

Question 2

(a) As a member of the Welfare Society of your school, write a report to be published in the school magazine, titled: *Students Raise Money For a Good Cause*. Base your report on the details given below:

Date, time, place — Fund-raising campaign organised by the Welfare Society of the school — cause for fund raising: to help the victims of recent floods and landslides in Uttarakhand — methods used to raise funds: organised a handicraft fair, a fashion show and a door-to-door campaign — funds sent to the organisation helping the victims — commendable work done by the students and teachers.

(You may also include other relevant details.) [15]

(b) As the Head Boy/Head Girl of your school, you have been given the responsibility of organising Christmas Fete in your school to collect funds to build a nursery in an orphanage near your school. Write a proposal, in not more than 150 words, stating the steps you would take to successfully organise this fete. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not.

Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) I will not sign the contract under any circumstances.

(B) Under no circumstances .....

Answer: (0) Under no circumstances will I sign the contract.

1. (A) The Taj Mahal seemed to fascinate him.

   (B) He appeared to .....

2. (A) The talent contest lasted an hour and was followed by a puppet show.

   (B) A puppet show followed .....

3. (A) There was a large pile of bricks scattered over the field and among them I could see my bunch of keys.

   (B) My bunch of keys .....

4. (A) The weather is finer today than it was yesterday.

   (B) Yesterday, ...

5. (A) As soon as the train arrived, the passengers rushed into the compartments.

   (B) Hardly .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. He came ..... to my way of thinking after a good deal of argument.
2. He came ..... a fortune last year.
3. A German company has taken ..... the firm.
4. The policeman took ..... the number of the stolen car.
5. He never turned ..... anyone who needed help
6. I turned ..... the job offer because I joined college.
7. He called ..... the florists and ordered a dozen red roses.
8. The garden party was called ..... because of the rain.
9. The names of the winners were given ..... in the newspaper.
10. His parents seem to have given ..... on him.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

"The courage that Gunjan .....(1) (show) is commendable. I appeal to all youngsters of the State to take inspiration from the young girl," Assam Sports Minister said while .....(2) (honour) the brave girl with a medal and cash award.

Gunjan .....(3) (volunteer) to offer herself as a hostage to a gunman, who .....(4) (abduct) her and ten other schoolchildren in a van while they .....(5) (return) home from school. The van, however, ...(6) (get stuck) in a drain somewhere near the Nagaland border and the gunman had to pick a hostage.

"I .....(7) (scare) because I could .....(8) (kill). But as I was the eldest, I decided to go by instinct, and accompany the gunman so that he let the other children go. I .....(9) (take) to a jungle near the Nagaland border and asked to wait till he returned. But he never returned and after .....(10) (spend) the night alone, I decided to flee and approach the police," she said, narrating the ordeal.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) Miss Martha Meacham had a little bakery on the corner. She was forty, her bank-book showed a credit of two thousand dollars, and she possessed two false teeth and a sympathetic heart.

(2) Two or three times a week a customer came in, in whom she began to take an interest. He was a middle-aged man, wearing spectacles and a brown beard trimmed to a careful point. He spoke English with a strong German accent. His clothes were worn and darned in places, and wrinkled and baggy in others. But he looked neat, and had very good manners. 5

(3) He always bought two loaves of stale bread. Never did he call for anything but stale bread. 10

(4) Once Miss Martha saw a red and brown stain on his fingers. She was sure then that he was an artist and very poor. Often when she sat down to her light rolls and jam and tea she would sigh, and wish that the gentle-mannered artist might share her tasty meal instead of eating his dry crust in that draughty attic.

(5) Often now when he came he would chat for a while across the showcase. He seemed to crave Miss Martha's cheerful words. 15

(6) Her heart ached to add something good to eat to his meagre purchase, but her courage failed at the act. She did not dare affront him. She knew the pride of artists.

(7) One day the customer came in as usual, and called for his stale loaves. While Miss Martha was reaching for them there was a great tooting and clanging, and a fire-engine came lumbering past. The customer hurried to the door to look. Miss Martha seized the opportunity. 20

(8) With a bread knife she inserted a generous quantity of butter on each of the stale loaves and packed them.

(9) For a long time that day her mind dwelt on the subject. She imagined the scene when he should discover her little deception. 25

(10) The front door bell jangled viciously.

(11) Miss Martha hurried to the front. Two men were there. One was a young man and the other was her artist.

(12) His face was very red and he clinched his two fists and shook them ferociously at Miss Martha. 30

(13) "You half spoilt me," he cried, his blue eyes blazing behind his spectacles. "I will tell you. You vas von meddingsome old cat!"

(14) "Come on," he said, "you've said enough." The young man dragged the angry one out at the door to the sidewalk, and then came back. 35

(15) "Guess you ought to be told, ma'am," he said, "what the row is about. That's Blumberger. He's an architectural draftsman. I work in the same office with him."

(16) "He's been working hard for three months drawing a plan for a new city hall. It was a prize competition. He finished inking the lines yesterday. You know, a draftsman always makes his drawing in pencil first. When it's done he rubs out the pencil lines with handfuls of stale bread crumbs. That's better than an eraser." 40

(17) "Blumberger's been buying the bread here. Well, today — well, you know, ma'am, that butter isn't — well, Blumberger's plan isn't good for anything now except to cut up into railroad sandwiches."

(18) Miss Martha, with a sad face, went into the back room. 45

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. repaired .....

2. loose .....

3. uncomfortable .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. credit *(line 2)* .....

.....

2. point *(line 6)* .....

.....

3. rolls *(line 12)* .....

.....

(b) Answer the following questions in your own words as briefly as possible:

(i) What kind of a woman was Miss Martha? [2]

.....

.....

.....

.....

(ii) Describe briefly the customer, who visited Miss Martha's bakery two or three times a week. [2]

.....

.....

.....

.....

(iii) How can you conclude that Miss Martha had a soft corner for the artist? [2]

.....

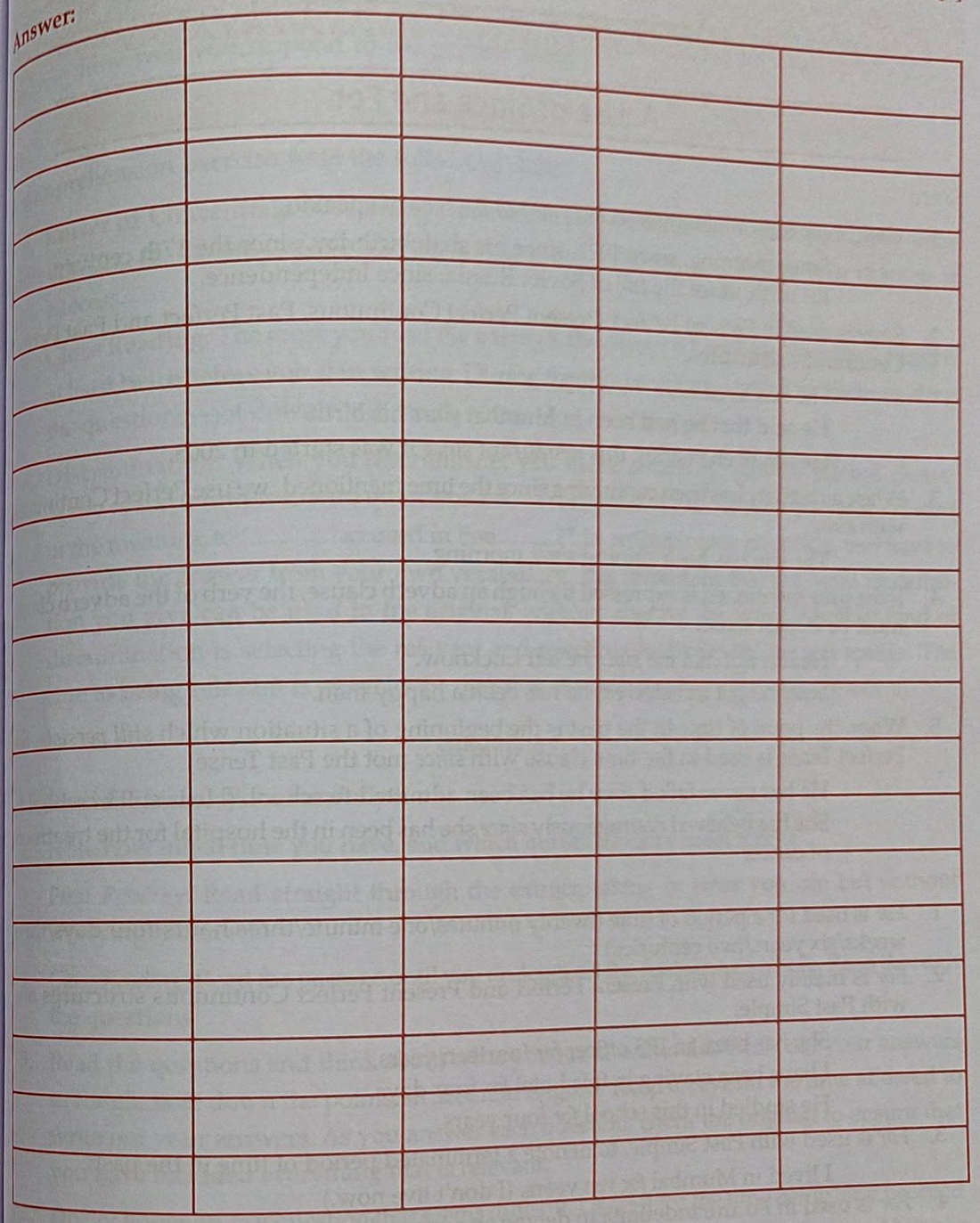
.....

.....

.....

(c) In not more than 100 words, summarise the surprise ending of the story. (Paragraphs 7 to 18). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:



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UNIT 13

A. Use of Since and For

Since

1. *Since* means 'from the mentioned *point to the time* of speaking.'

   Since morning, since 1921, since his sixth birthday, since the 17th century, since his birth, since the fall of Soviet Russia, since Independence.

2. *Since* is used in Present Perfect, Present Perfect Continuous, Past Perfect and Past Perfect Continuous structures.

   She has lived here *since* 1920.
   He said that he had been in Mumbai *since* his birth.
   He has been visiting this restaurant *since* it was started in 2005.

3. When an activity has been continuing since the time mentioned, we use Perfect Continuous with *since*.

   The sun has been shining *since* morning.

4. If the time mentioned is expressed through an adverb clause, the verb of the adverb clause must be in past tense:

   He has not met me *since* he left Lucknow.
   Since he got transferred, he has been a happy man.

5. When the point of time in the past is the beginning of a situation which *still persists*, the Perfect Tense is used in the time clause with *since* (not the Past Tense).

   He has never failed *since* he has been admitted to school. (He is still in school.)
   She has behaved courageously *since* she has been in the hospital for the treatment of cancer.

For

1. *For* is used for a period of time (twenty minutes/one minute/three hours/four days/three weeks/six years/two centuries).
2. *For* is mainly used with Present Perfect and Present Perfect Continuous structures and with Past Simple:

   She has been an IPS officer *for* fourteen years.
   I have been staying in this hotel *for* four days.
   He studied in this school *for* four years.

3. *For* is used with Past Simple, to denote a terminated period of time in the past:

   I lived in Mumbai *for* ten years. (I don't live now.)

4. *For* is used in Future Indefinite to denote an expected period in future:

   She will be here *for* a couple of months.

B. Comprehension Skills

A comprehension exercise trains you to read closely and to understand someone else's ideas and expressions. A written comprehension test has a series of questions designed to discover how well you respond to the printed word.

Language Skills

A comprehension exercise tests the following skills:

- **Power of Concentration:** Nothing worthwhile will be achieved unless you direct your thinking for something specific. Once your mind wanders, you reduce your chances of success.
- **Close Reading:** The more you read the passage, the clearer it becomes. You should read it at least twice before you start writing. During the third reading—which includes reading the questions—jot down some rough notes.
- **Discrimination:** When you discriminate, you make a careful, well-considered choice. Many of the multiple-choice questions ask, "Which one of the following words is closest in the meaning to '.....' as used in line.....?" In written comprehension, you have to provide the answer from your own vocabulary. It is important that the word or definition you give can be used in the original, without altering the sense. Another kind of discrimination is selecting the relevant and rejecting the irrelevant subject matter. The clue to being relevant is given in the question. Answer exactly what you are asked.

Guidelines

1. Read the instructions carefully.
2. Note how much time you have, and which questions carry most marks.
3. *First Reading*: Read straight through the extract, taking in what you can but without worrying too much.
4. *Close Reading*: Read the passage until you understand the passage as a whole. Read through the questions.
5. Read the questions and think about what you are asked to do. Work out your answers in rough, note down the points, in accurate English. Keep an eye on the time allowed to write out your answers. As you answer each question, check the original to ensure that you have included everything that is relevant.
6. Do not linger on any question that seems difficult. Leave it for the time being, and proceed with the other questions. Finish the paper and then return to the difficult ones. Number

your answers to match the numbers on the question paper. It is best to work through in sequence.

7. Cancel your rough work with a neat diagonal line.
8. Write down your final answers.

Precautions

1. Spell the words printed on the examination paper correctly.
2. Read the words carefully. There is too much misreading which leads to misunderstanding.
3. Vague answers are not given any credit.
4. Comprehension is not a test of your ability to copy sentences from the question paper on to your answer sheet. So, use your own words.
5. Make sure you include all that is relevant when writing your answer. A common mistake is to refer to a part of the text and to ignore another part that contains a vital point. This kind of error is the result of superficial reading.
6. Answers are often long-winded and include irrelevant material. Answer the question and then stop. But check that you have given a complete answer. If the question is in two or three parts, answer each part.
7. Look at the marks allocated for each question and plan accordingly,
8. Obey instructions:
   (a) If you are asked to supply a word or a phrase for three of the following four expressions, do exactly that and do not answer all the four.
   (b) If you are asked to quote a word, phrase or sentence, do exactly that and remember the inverted commas.
   (c) If you are especially asked for either of the above or anything similar, answer in a sentence form and use your own words: it is always better to re-express what you have read in your own words, which is more rewarding for you. It also indicates to the examiners that you are one of the best candidates.

C. Correct Use of Words

Given below is the correct usage of the following pairs of words:

1. *Sole*	only
Soul	spiritual part of a human being
2. *Tenor*	settled or prevailing course or direction
Tenure	period of holding
3. *Waive*	to forgo voluntarily
Wave	to move hand to and fro in greeting
4. *Way*	road
Weigh	measure
5. *Wet*	soaked with
Whet	increase your interest in

ASSIGNMENT

Fill in the blanks with suitable words:

1. She is the ..... proprietor of the firm.

   They believe in the immortality of the ..... (*sole, soul*)

2. Such was the peaceful ..... of his life.

   During her ..... in office, there was peace. (*tenor, tenure*)

3. He ..... his claims in her favour.

   He ..... his sword in the air. (*waved, waived*)

4. She had an accident on her ..... to work.

   Please ..... the vegetables. (*way, weigh*)

5. Her clothes were ..... .

   The book will ..... your appetite for more of her books. (*wet, whet*)

D. Specimen Paper 13

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Describe the sights and sounds of early morning in your locality.

(b) Sometimes we take nature for granted. Narrate an experience that made you appreciate nature.

(c) 'Reading fiction is more enjoyable than watching films.' Write *for* or *against* the statement.

(d) Silence.

(e) Our greatest glory is not in never falling, but in rising every time we fall. Express your views on the statement.

(f) Write an original story in which a child, a young man and a pet dog play an important part.

Question 2

(a) A three-day cultural festival named 'Our Heritage' was organised by your school. In this programme students from the neighbouring schools also participated and showcased the heritage of different States of India through their folk dances, dresses and cuisine. Write a review of the programme for your school magazine, based on the hints given below:

Date and venue of the programme — participants — inauguration — dance performances — fashion show — stalls set by participating schools exhibiting handicrafts of different States — the food court and the cookery contest — closing ceremony — the overall experience.

(You may also include other relevant details.) [15]

(b) Your school recently conducted a fire-fighting week, where children were given lessons on how to prevent fire-accidents and what precautions to be taken in case of an accident by fire. Write a proposal, suggesting measures to be taken in your school premises to prevent such accidents. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) They had no news of his whereabouts until last Friday.

(B) It was not .....

Answer: (0) It was not until last Friday, did they have any news of his whereabouts.

1. (A) The introduction of the service tax will increase prices still further.

(B) Prices .....

.....

2. (A) She is writing down the list of goods she has to buy so as not to forget them.

(B) She is writing down the list of goods she has to buy lest .....

.....

3. (A) This was the first time that I made chappatis.

(B) Never before .....

4. (A) This is the tiniest coin I have ever seen.

(B) No .....

5. (A) Her brother arranged everything for her wedding.

(B) All the .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. They put ..... a statue of Subhash Chandra Bose in the park.
2. He put ..... his name for the picnic.
3. My plans for starting a school fell ..... for lack of capital.
4. The two brothers fell ..... over their father's will.
5. I hope the rain holds ..... until my washing is dry.
6. A heavy rainfall held ..... the trains from Chennai.
7. The mounted police cleared ..... the crowds.
8. Children, you must clear ..... this mess before going to bed.
9. They won't let you ..... if you do not have an entry pass.
10. He let ..... the rest of the team by not turning up for the match.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

When Sunil Gavaskar .....(1) (born), his uncle, Mr Masurekar .....(2) (come) to the hospital to see him. His uncle .....(3) (notice) a small hole near the top of his left ear lobe. But the next day, when he came to see him, he .....(4) (not find) the hole! A search .....(5) (make) and Sunny was .....(6) (find) sleeping blissfully beside a fisherwoman. The little master .....(7) (switch) at the hospital but luckily .....(8) (restore). One often .....(9) (wonder) how different India's cricketing history would .....(10) (be), had Gavaskar's uncle not been so observant.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) I took a large room in a huge old building whose upper stories had been wholly unoccupied for years, until I came. The place had long been given up to dust and cobwebs.

(2) I slept profoundly. All at once I found myself awake, and filled with a shuddering expectancy. Presently the bedclothes began to slip away slowly toward the foot of the bed, as if someone were pulling them! I waited. Then I heard a heavy footstep in my room — the step of an elephant, it seemed to me — it was not like anything human. But it was moving away from me — there was relief in that. I heard it approach the door — pass out without moving the bolt and wander away among the corridors, then silence reigned once more.

(3) I got up and struck a light; and found that the locks and bolts were just as I had left them. I was just sitting down before the fire, when down went the pipe out of my fingers, the blood forsook my cheeks, and my placid breathing was cut short with a gasp! In the ashes on the hearth, side by side with my own bare footprint, was another, so vast that in comparison, mine was but an infant's! Then I had had a visitor. I became conscious that my chamber was invaded and that I was not alone.

(4) I sat down and fell into a dreamy contemplation of that great footprint in the ashes. In the same moment I heard that elephantine tread again. The door did not open, and yet I felt a faint gust of air fan my cheek, and presently was conscious of a huge, cloudy presence before me—the majestic Cardiff Giant loomed above me!

(5) He sat down on the floor, and I threw one of my red blankets over his shoulders. We talked along for half an hour. He began "Now I will tell you all about it, since you have treated me so well. I am the spirit of the Petrified Man that lies across the street there in the Museum. I am the ghost of the Cardiff Giant. I can have no rest, no peace, till they have given that poor body burial again. Now what was the most natural thing for me to do, to make men satisfy this wish? Terrify them into it or haunt the place where the body lay!"

(6) In a burst of excitement I exclaimed: "This transcends everything—everything that ever did occur! Why you poor blundering old fossil, you have been haunting a Plaster Cast of yourself — the real Cardiff Giant is in Albany. Don't you know your own remains?"

(7) I never saw such an eloquent look of shame on a countenance before. In a painful tone the ghost said:

(8) "Well, I never felt so absurd before. The Petrified Man has sold everybody else, and now the mean fraud has ended by selling its own ghost! My son, if there is any charity left in your heart for a poor phantom like me, don't let this get out."

(9) I heard his stately tramp die away, step by step down the stairs and out into the deserted street, and felt sorry that he was gone, poor fellow — and more sorry still that he had carried off my red blanket.

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. deeply .....

2. shaking .....

3. prevailed .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. foot *(line 5)*

2. faint *(line 19)*

3. well *(line 23)*

(b) Answer the following questions in your own words as briefly as possible:

(i) State what happened in the room till the narrator struck a light. [2]

(ii) What had happened just before the narrator became conscious of somebody present in the room? [2]

(iii) What report did the Cardiff Giant give about himself? [2]

(c) In not more than 100 words, summarise the narrator's experience with the ghost. (Paragraphs 4 to 9). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:

UNIT 14

A. Use of Multiple Prepositions (1)

Note the following uses of Prepositions with some verbs:

WE.....

agree	*to* a proposal,	*with* a person, *on* a point.
answer	*to* a person,	*for* conduct.
apologise	*to* a person	*for* rudeness.
appeal	*to* a person,	*for* help, *against* an order.
apply	*to* a person,	*for* something or *for* a post.
argue	*with* a person,	*for* or *against* a point.
ask	something *of* or *from* a person,	*for* something.
attend	*on* a person,	*to* a book or lecture.
beg pardon	*of* a person,	*for* a thing.
buy a thing	*of* a person,	*from* a shop.
call	*at* a place,	*on* a person.
compare	similar things *with* one another	dissimilar things *to* one another.
compete	*with* a person,	*for* a prize.
complain	*to* or *against* a person,	*of* something.
deal	*with* a shopkeeper,	*in* things.
die	*of* a disease,	*from* overwork, etc.
differ	*with* a person *on* some matter.	*from* a thing or person. *in* some quality.
distinguish	*between* two things,	one thing *from* another.
enter	a place, *into* agreement,	*upon* a new undertaking.
entrust	a person *with* a thing,	a thing *to* a person.

ASSIGNMENT

Fill in the blanks with suitable Prepositions:

1. I do not agree ..... you ..... this point.
2. I cannot agree ..... this proposal.
3. She apologised ..... you.
4. She apologised ..... detaining you so long.
5. I have applied ..... the Principal ..... a month's leave.
6. She is engaged ..... a boy, who is engaged ..... studies.
7. He entrusted his document ..... me, and I entrusted him ..... my car.
8. Compare the character of the brother ..... that of the sister.
9. The old man did not die ..... any disease, but ..... the strain of overwork.
10. The librarian will never deal ..... that shopkeeper, who deals ..... old books.
11. Many schools competed ..... one another ..... the State Trophy.
12. The workers complained ..... the manager ..... the harsh treatment ..... the supervisor.
13. They differ ..... you ..... this issue.
14. He is blind ..... one eye. She is not blind ..... his shortcomings.
15. She called ..... his house twice, but he never called her ..... .
16. The maid begged pardon ..... her mistress ..... breaking an expensive vase.
17. Don't compete ..... your cousin ..... a silly prize.
18. He appealed ..... the judge ..... the verdict.
19. I called ..... him ..... the office.
20. People died ..... a disease, but not ..... overwork.

B. Summary Writing

Summary writing involves giving the gist of the passage in your own words, while strictly adhering to the word limit. At the ISC Examination, Summary Writing includes a question that elicits the main ideas of the whole or a part of the passage.

In this part of the question, the candidate will be required to frame a summary (keeping to a word limit), in a coherent manner. Marks will be awarded for expression and the candidate's ability to summarise clearly in complete sentences. Marks will be deducted for linguistic errors.

1. Note the number of words prescribed for the summary.
2. Use the same tense as in the original, unless otherwise instructed.
3. You write the summary in the third person.
4. As far as possible, choose your own words and expressions.
5. Do not give irrelevant information, illustrative material and avoid repetition. There is no need to give quotations or examples.
6. Write in a simple language.
7. Do not use abbreviations.
8. Do not add any ideas of your own.
9. Revise your draft to ensure that you have included all the important points.

ASSIGNMENT

Summarise the following passage in not more than 100 words.

The Vatican City, a city-state surrounded by Rome is the smallest independent state in the world. It is located on the west bank of the river Tiber.

The Pope has absolute legislative, executive and judicial powers within the Vatican City. These powers are exercised in practice through a commission of five cardinals (high-ranking priests in the Catholic Church) and an appointed governor and council. The Vatican also has its own army, the Swiss Guard. The Swiss Guard comprising about a hundred soldiers, chiefly performs the role of a bodyguard, with a limited ceremonial role.

The Vatican City has its own radio station, telephone and postal service as well as banking. These services are independent of the Italian state. The Vatican has jurisdiction over a number of buildings elsewhere in Rome, including the churches of St. John Lateran and St. Paul Outside the Walls, and the Pope's summer palace at Castel Gandolfo, about 20 km southeast of Rome.

The economy of Vatican City is maintained by sale of postage stamps and mementos the sale of publications and the fees gathered from the museum. All essential supplies and energy are imported. The Vatican's extensive publishing operations are like an export industry with its products being sold all over the world.

Tourism is also an important economic activity. The city attracts great numbers of visitors from all over the world, both for its religious significance and for its rich cultural legacy. The Vatican City is a UNESCO World Heritage Site. Pilgrims flock to St. Peter's Basilica, during Easter. The church dominates the main public entrance to the city. A church stood on this site in the 4th century, but the building took its present shape in the 16th and 17th centuries when it was decorated by some of the greatest artists and sculptors of the Renaissance, like Raphael, Michelangelo and Gian Lorenzo Bernini. The most famous works of art in the Vatican City are probably the frescoes on the walls and ceiling of the Sistine Chapel, the personal chapel of the Popes in the Vatican Palace.

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C. Correct Use of Words

ASSIGNMENT 1

Make sentences to show the difference between each of the following pairs of words:

1. Adapt, Adopt
2. Team, Teem
3. Waist, Waste
4. Bear, Bare
5. Coarse, Course
6. Decent, Descent
7. Loose, Lose
8. Principal, Principle
9. Sole, Soul
10. Farther, Further

ASSIGNMENT 2

Choose the correct word from the brackets:

1. We should ..... (*practise, practice*) the game every day.
2. Growing children must wear ..... (*loose, lose*) clothes.
3. The chief guest gave us his valuable ..... (*advise, advice*).
4. The defeat in the match had an adverse ..... (*affect, effect*) on him.
5. We should not ..... (*accede, exceed*) the speed limit.
6. During the rainy season ..... (*lightning, lightening*) struck him.
7. Our school will be built on this ..... (*sight, site*).
8. He gave his ..... (*ascent, assent*) to our proposal.
9. India is a member of the Security ..... (*Council, Counsel*).
10. I received a ..... (*check, cheque*) for ₹5,000.

D. Specimen Paper 14

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects:
(You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Imagine that a passenger bus has crashed into a tree close to your home. Describe the scene of disaster and what you and other people did to help the injured.

(b) Animals can sometimes seem remarkably human. Narrate an experience with an animal that acted in a very human way.

(c) 'Communication through computers prevents us from developing interpersonal skills and limits our ability to have meaningful relationships with others.' Write *for* or *against* the statement.

(d) Humour

(e) If our scientists working in developed countries return to India, our scientific development would be helped. Express your views on the statement.

(f) Complete the short story:
It was night when we arrived, an almost full moon floated above the building.

Question 2

(a) Write a report in not more than 300 words on the Indian Airlines Plane Crash at Kozhikode in Kerala. Base your report on the hints given below:

Date and place of tragedy — number of dead and injured — how the accident happened — gruesome sight at the place of the crash — rescue operations — Chief Minister's statement and Ex Gratia payment.

(You may also include other relevant details.) [15]

(b) As a member of the Student Council of your school, you have been given the responsibility of organising a Musical based on the life of Rani Laxmi Bai. Write a proposal, in not more than 150 words, stating the steps you would take to organise this Musical. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not.

Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) She didn't know where the key was and I didn't either.

(B) Neither she.....

Answer: (0) Neither she nor I knew where the key was.

1. (A) It is a pity that I missed the opportunity to meet you.

   (B) I wish .....

2. (A) How did the fluctuation in the stock market affect him?

   (B) What effect.....

3. (A) My grandfather is the fittest person I know in our neighbourhood.

   (B) No other .....

4. (A) We have bought some land and we are building a house.

   (B) Not only .....

5. (A) It would be a good idea if we went through the exercise again.

   (B) We had.....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. He is getting ..... his strength.
2. He got ..... his bicycle to pick up his cap.
3. Look ..... the baby while we are out.
4. You must look ..... and plan to go abroad.
5. We were told to keep ..... the shop that was being fumigated.
6. My brother walked so fast that I couldn't keep ..... with him.
7. Your son does not take ..... you.
8. He is a man of principles, he will not take ..... his words.
9. Dengue broke ..... in our town during the rainy season.
10. Our school breaks ..... on Saturday for winter vacation.

Answer:

1. ..... 2. ..... 3. ..... 4. .....
5. ..... 6. ..... 7. ..... 8. .....
9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

After visiting the temple Swami Vivekananda was .....(1) (pass) through a place, where there was a tank of water on one side and a high wall on the other. Here, he .....(2) (surround) by a troop of large monkeys. They were not .....(3) (will) to allow him to pass and there was no other way. As he tried .....(4) (walk) past them, they howled and shrieked and .....(5) (clutch) at his feet. As they pressed closer, he began to run; but the faster he ran, the bolder the monkeys .....(6) (get) and they attempted to bite him. When it seemed impossible for him to escape, he .....(7) (hear) an old sanyasi .....(8) (call) out to him: "Face the brutes!" The words .....(9) (bring) him to his senses. He stopped running and turned .....(10) (face) the irate monkeys. As soon as he did that, they fell back and fled! The moral of the story is if you run away from problems, they will run after you. But if you face them boldly, they will vanish.

Answer:

1. ..... 2. ..... 3. .....
4. ..... 5. ..... 6. .....
7. ..... 8. ..... 9. .....
10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

[**Note:** Thanksgiving Day is a public holiday in the US (on the last Thursday in November) originally to give thanks to God for the harvest and for health.]

(1) Stuffy took his seat on the third bench, as he had been doing on every Thanksgiving Day for nine years. But today Stuffy's appearance at the annual meeting place seemed to have been rather the result of habit than of the hunger which, as the philanthropists seem to think, afflicts the poor at such extended intervals.

(2) Certainly Stuffy was not hungry. He had just come from a feast that had left him full to the brim. The meal had been an unexpected one. He was passing a mansion, in 5

which lived two old ladies having a reverence for traditions. One of their traditional habits of celebrating the Thanksgiving Day was to station a servant at the gate with orders to admit the first hungry wayfarer that came along after the hour of noon had struck, and banquet him to a finish. Stuffy happened to pass by on his way to the park, and the servants took him in and upheld the custom of the castle. 10

(3) Every Thanksgiving Day, for nine years an Old Gentleman had been coming there and seeing Stuffy on his bench. And had been leading Stuffy to a restaurant and providing him a big dinner. The Old Gentleman was a staunch American patriot, and considered himself a pioneer of the American tradition of providing a meal to the hungry. As his established benefactor came up Stuffy wheezed and shuddered. 15

(4) "Good morning," said the Old Gentleman. "If you will come with me, my man, I will provide you with dinner."

(5) That is what the old Gentleman said every time every Thanksgiving Day for nine years. Stuffy had always wondered why the Old Gentleman spoke his speech rather sadly. He did not know that it was because he was wishing every time that he had a son to succeed him. A son who would come thereafter he was gone—a son who would stand proud and strong before some subsequent Stuffy, and say: "In memory of my father." Then the tradition would continue. 20

(6) But the Old Gentleman had no relatives. He lived in rented rooms in one of the decayed old family brownstone mansions in one of the quiet streets east of the park. 25

(7) "Thankee, sir," said Stuffy, "I'll go with ye, and much obliged. I'm very hungry, sir."

(8) The Old Gentleman led his annual protege to the restaurant, and to the table where the feast was in progress. In an hour Stuffy leaned back with a battle won. They parted as they did each year at the door, Around the first corner Stuffy turned, stood for one minute and fell to the sidewalk like a sunstricken horse. When the ambulance came the young surgeon and the driver cursed softly at his weight. An hour later another ambulance brought the Old Gentleman. 30

(9) Soon one of the doctors was heard saying, "Look at that nice Old Gentleman over there. Would you think that he was rich enough to give food to others? He told me he hadn't eaten a thing for three days." 35

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. persons who donate money to good causes .....
2. banquet .....
3. respect .....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage:

1. station *(line 8)* ..... [3]
2. pass *(line 10)* .....
3. park *(line 11)* .....

(b) Answer the following questions in your own words as briefly as possible:

(i) What traditional custom is followed on the Thanksgiving Day? [2]

.....

(ii) Explain why Stuffy was not hungry on the Thanksgiving Day. [2]

.....

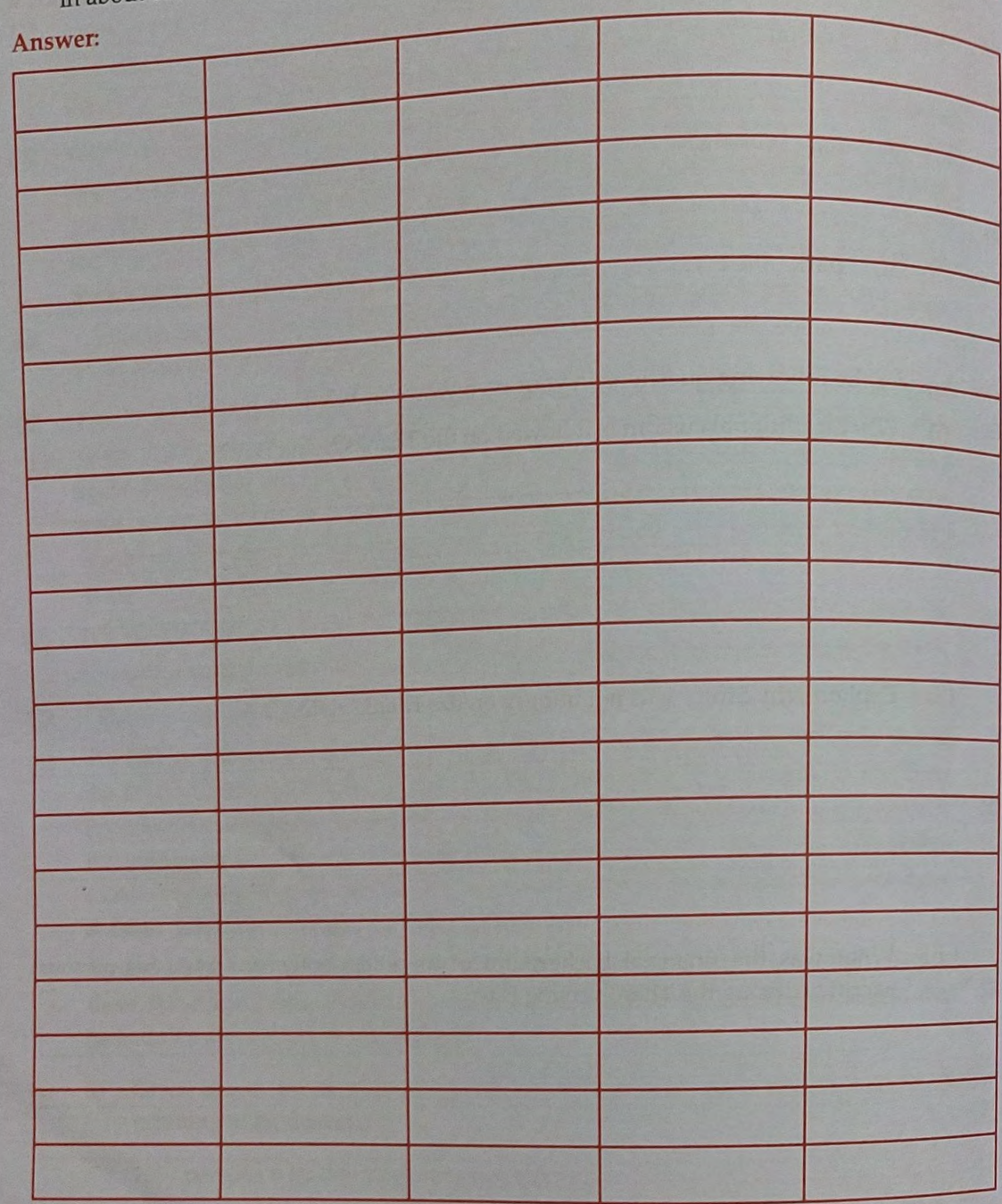
(iii) What was the financial background of the Old Gentleman? State his personal sacrifice during the Thanksgiving Day. [2]

.....

(c) In not more than 100 words, briefly narrate what the Old Gentleman did on the particular Thanksgiving Day. (Paragraphs 3 to 9). Failure to keep within the word limit will be

penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:



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UNIT 15

A. Use of Multiple Prepositions (2)

Note the following uses of Prepositions with some verbs:

WE.....		
feed	*on* grass, etc.,	a cow *with* grass.
feel	*for* a person,	*in* his troubles.
fight	*with* a person,	*for* something.
fly	*into* a rage,	*at* something or a person.
furnish	a person *with* a thing,	a thing *to* a person.
inform	a person *of* something,	*against* somebody.
inquire	*of* a person,	*about* some matter.
interfere	*with* a person,	*in* his affairs.
jump	*to* a conclusion,	*at* an offer.
knock	*at* a door,	*against* a wall.
look	*at* a dismal sight,	*on* a beautiful scene.
part	*from* a person,	*with* a thing.
point	*at* a person,	*to* some result.
protect	others *from*,	ourselves *against*.
provide	a person *with* something,	*for* our family, *against* necessity.
put up	*at* a place,	*with* a person.
revenge	ourselves *on* someone,	*for* some injury.
supply	a person *with* something,	something *to* a person.
sympathise	*with* a person	*in* his sorrow or troubles.
trust	*in* a person,	a man *with* money.

WE ARE.....

angry	*with* a person,	*at* a thing.
anxious	*about* the result,	*for* safety.
blind	*of* or *in* one eye,	*to* our shortcomings.
careful	*of* money.	*about* dress and *with* a gun.
engaged	*to* a girl,	*in* studies.
obliged	*to* a person,	*for* something.
responsible	*to* a person,	*for* our action.
thankful	*to* a person,	*for* something.

ASSIGNMENT

Fill in the blanks with suitable Prepositions:

1. You should not interfere ..... him ..... his private business.
2. You should sympathise ..... him ..... his misfortune.
3. She inquired ..... the teacher ..... the conduct ..... her daughter ..... school.
4. She can part ..... anything, but she cannot part ..... her money.
5. I have no trust ..... him.
6. I cannot trust him ..... money.
7. An intelligent child is compared ..... a star.
8. She is thankful ..... God ..... His gifts.
9. Don't be so angry ..... him ..... a small error.
10. He knocked ..... the door loud and long, and I knocked his head ..... the wall.
11. We were supplied ..... money.
12. A letter explaining the circumstances was supplied ..... us.
13. Everyone must provide ..... himself ..... old age.
14. The Prefect is responsible ..... the Principal ..... maintaining discipline in the school.
15. I informed him ..... the danger ..... his life.

B. Elements to Omit in a Summary

The following features from a text should normally be omitted from summaries:

(a) Repetition

Writers frequently write the same thing more than once in a passage. Such repetitions are often deliberate and are intended to make sure that the reader notices, understands and remembers the point being made. However, in a summary, it is necessary only to include the point once.

Note the points, which are repeated in the following passage. Compare your answer with the Summary guidelines.

> The Women's Movement insists upon equality of opportunity, equality of status and equality of reward. They say that all jobs and positions in society should be open to women as well as to men, that women and men should be treated with the same respect, and that women and men should receive the same remuneration for the same tasks. They also say that men should stop treating women as second-rate citizens.

Guidelines

The second sentence repeats the points made in the first sentence. The third sentence introduces a new point. A summary of the passage should, therefore, include the three points made in the first sentence and one point made in the third sentence.

(b) Exemplification

Often examples are given in a text to make some points clear. In a summary, a clear statement of the point is usually sufficient; so it is useful to identify the examples in the original text, to ensure that you do not include them in your summary. When analysing points in the original text, ask yourself, "Is this a new point or an example of a point already made?" Phrases like *for example* and *for instance* (both frequently abbreviated to e.g.) are often used to make it clear that an example is being given.

Write a summary of the following extract, making sure that you do not include any of the examples given in the passage.

> Adolescence is often a period of emotional stress and unbalanced behaviour, when boys and girls become upset and act in irrational ways. It is also, frequently, a time of rebellion against authority, and it is common for adolescents to resent and disobey their parents and their teachers.

Model Summary

> Adolescence is often a period of emotional stress, unbalanced behaviour and rebellion against authority.

(c) Parenthesis

Parenthesis involves the addition of extra, incidental information to the main statement. Any information, which is presented in parenthesis is not significant and, therefore, should not be included in a summary of the text.

Information is added parenthetically by including it:

1. *in brackets*

   A bus (filled with people from neighbouring villages) leaves Agra every evening.

2. *between two dashes*

   A bus — filled with people from neighbouring villages — leaves Agra every evening.

3. *between two commas*

   A bus, filled with people from neighbouring villages, leaves Agra every evening.

Identify the parenthetical information in the following passage and then compare your response with the answer given below:

> A mysterious disease has broken out in Surat—a town, which has suffered greatly in recent years. The symptoms of this strange disease, which is spreading rapidly, are coughing, vomiting, fever, pain and large spots, as big as coat buttons. The doctors in Surat do not know, what this mysterious disease (at present called Z -1) really is and so far (though they have tried many antibiotics) they have failed to find a cure for it.

Model Answer

The following information is parenthetical:

(a) a town which has suffered greatly in recent years;

(b) which is spreading rapidly;

(c) as big as coat buttons;

(d) at present called Z -1;

(e) though they have tried many antibiotics.

(d) Anecdotes

Often a writer includes an anecdote (i.e., an incident about himself) in his text in order to illustrate or reinforce a point, to provide light relief or to make his text more personal and appealing. Such anecdotes should not be included in summaries unless they contain additional significant points.

Write down the anecdotes in the following extract and state if you would include any of them in a summary of the passage.

> The project was started three years ago by a group of Kolkata businessmen. I worked

> on the project for the first two years and I can honestly say that I never saw any signs of corruption or dishonesty. Not like the project, I worked out in Shimla this year, which was riddled with corruption.

Model Answer

There are two anecdotes in the above passage:

1. *The second sentence.* This anecdote introduces new relevant information about the project and its content could be included in a summary.
2. *The third sentence.* This anecdote does not add any relevant information and, therefore, should not be included in a summary.

(e) Opinion

Hypothesis

Sometimes, an author includes in a text comments about what might happen or what might have happened. If you are writing a summary of the author's views, such comments are relevant and should be included in your summary. However, if you are writing a summary of the information in the text, such comments are not relevant and should not be included in your summary.

ASSIGNMENT

Write down the examples of hypothesis in the following passage and decide, whether you would include any of them in a summary of the plans for 2019.

> Last Monday, the District Welfare Committee held their annual planning meeting and made decisions about projects for 2021. They decided to build a new Welfare Hall if they could raise enough money, they decided to construct a new bridge over the stream near the Post Office and they decided to make a new football pitch next to the existing one and a netball pitch next to the new Welfare Hall. They might manage the bridge and the sports pitches, but it is unlikely that they will raise enough money to build the Hall. If they do, it will certainly be appreciated as the old one is now dilapidated.

Answer:

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D. Specimen Paper 15

(Instructions to students as in the First Specimen Paper)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) Describe the strange job interview you faced. How did you succeed in the interview and managed to get the job?

(b) Parents are our first and most important teachers. Narrate your experience when you learned a valuable lesson from one of your parents.

(c) 'Sports should be an indispensable part of our education.' Write *for* or *against* the statement.

(d) Beauty

(e) Woodrow Wilson once said, Friendship is the only cement that will hold the world together. Express your views on the statement.

(f) Write an original short story based on the following topic: A strange visitor.

Question 2

(a) Your friend has gifted you a book which he/she has not read. Your friend wants a review of the book from you. Write a review of the book based on the points given below:

Name of the book — author and publisher — type of the book — style of the book — content — language — characters (if any) and their relevance — theme — message conveyed, if any — overall appeal of the book.

(You may also include other relevant details.) [15]

(b) As the Head Boy/Head Girl of your school, you have been given the responsibility of setting up a Rainwater Harvesting mechanism in your school. Write a proposal in not more than 150 words, stating the steps you would take to set up this plant. [10]

[*The proposal should include: (i) An introduction; (ii) Objectives; (iii) List of measures to be taken. A concluding statement is desirable.*]

Question 3

Answer sections **(a)**, **(b)** and **(c)**.

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) It was not easy to get an application form, because of the long waiting list.

(B) The long waiting list made .....

Answer: (0) The long waiting list made it difficult to get an application form.

1. (A) They drank water from the pond even though they knew it was polluted.

(B) In spite of .....

2. (A) If you practice more, you will become more perfect.

(B) The more .....

3. (A) "Kindly leave your camera at the counter, Madam," said the guide.

(B) The guide requested .....

4. (A) In order to get 25 per cent discount, you must buy at least 50 copies of the book.

(B) You can .....

5. (A) There is reason to believe that they have been saved.

(B) It is .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. The sound of their laughter died ..... after sometime.
2. The flames finally died ..... .
3. Blow ..... the candles on the cake before you cut it.
4. The storm blew ..... in the night.
5. Applications for the job must be sent ..... before next Friday.
6. I had to send ..... a plumber to mend the tap.
7. We ran ..... thick fog on the way home.
8. She ran ..... her notes before the exam.
9. She called ..... to her brother for help.
10. The match was called ..... because of rains.

Answer:

1. ..... 2. ..... 3. ..... 4. .....

5. ..... 6. ..... 7. ..... 8. .....

9. ..... 10. .....

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

Every winter, Kunming, ...(1) (nickname), the Spring City of China, ...(2) (welcome) the return of thousands of black-headed gulls after their far-flung journeys .....(3) (start) off in southern Siberia. Local residents regard these .....(4) (feather)guests as an unexpected gift of nature.

And many of them still cannot forget November 12, 1985 – the exact date when nearly 10,000 seagulls .....(5) (appear) on the horizon and .....(6) (hover) around in the sky. It was the first time that these white little birds with orange peaks ever visited Kunming in large quantities. The citizens .....(7) (appall) and soon .....(8) (mesmerise) by such spectacle.

Generally .....(9) (speak), black-headed gulls arrive in Kunming between October and December, and inhabit around the city for six months. For the past 35 years consecutively, the return of gulls has again and again invigorated its urban life, and these adorable birds, in turn, ...(10) (reckon) as the synonym of Kunming.

Answer:

1. ..... 2. ..... 3. .....

4. ..... 5. ..... 6. .....

7. ..... 8. ..... 9. .....

10. .....

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) Little Mrs Sommers one day found herself the unexpected possessor of fifteen dollars. It seemed to her a very large amount of money, and the way in which it stuffed and bulged her worn old purse gave her a feeling of importance such as she had not enjoyed for years.

(2) The question of investment was one that occupied her greatly. For a day or two she walked about apparently in a dreamy state, but really absorbed in speculation and calculation. She did not wish to act hastily, to do anything she might afterward regret. Her first thought went to her children and she thought of buying shoes, clothes and hats for them so that they could look fresh and dainty.

(3) She had no intention of buying something for herself. She was an expert at finding bargains and saving money. The neighbours sometimes talked of certain "better days" that little Mrs Sommers had known before she had ever thought of being Mrs Sommers. She herself indulged in no such morbid retrospection. The needs of the present absorbed her every faculty.

(4) She went for shopping. In a shop, she aimlessly laid her hand on something very soothing, very pleasant to touch. It was a pile of silk stockings. Their price had been reduced from two dollars and fifty cents to one dollar and ninety-eight cents.

(5) Two hectic blotches came suddenly into her pale cheeks and she said, "Well, I'll take this pair."

(6) Mrs Sommers took the elevator, which carried her to the ladies' waiting-rooms. Here, she exchanged her cotton stockings for the new silk ones which she had just bought.

(7) How good was the touch of the raw silk to her flesh! She felt like lying back in the cushioned chair and revelling for a while in the luxury of it. Then she crossed straight over to the shoe department. She wanted an excellent and stylish fit, she told the young fellow who served her, and she did not mind the difference of a dollar or two more in the price so long as she got what she desired.

(8) There were books and magazines piled up in the window of a stall a few paces down the street. Mrs Sommers bought two high-priced magazines such as she had been accustomed to read in the days when she had been accustomed to other pleasant things.

(9) There was a restaurant at the corner. She had never entered its doors; from the outside she had sometimes caught glimpses of spotless linen fabric and shining crystal, and soft-stepping waiters serving people of fashion.

(10) When she entered her appearance created no surprise, no consternation, as she had half feared it might. While waiting to be served she removed her gloves leisurely and laid them beside her. After being served, she tasted a bite, and she read a word or two, and she sipped the coffee and wiggled her toes in the silk stockings. The price of it made no difference. She counted the money out to the waiter and left an extra coin on his tray, whereupon he bowed before her as before a princess of royal blood.

(11) Mrs Sommers went to the corner and waited for the cable car. A man with keen eyes, who sat opposite to her, seemed to like the study of her small, pale face. It puzzled him to decipher what he saw there. In truth, he saw nothing—unless he were wizard enough to detect a poignant wish, a powerful longing that the cable car would never stop anywhere, but go on and on with her forever.

(a) (i) Given below are *three* words and phrases. Find the words which have a similar meaning in the passage: [3]

1. seemingly.....

2. randomly .....

3. marks.....

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. state *(line 6)* .....

.....

2. act *(line 7)* .....

.....

3. present *(line 14)* .....

.....

(b) Answer the following questions in your own words as briefly as possible:

(i) How did Mrs Sommers react after she got fifteen dollars unexpectedly? [2]

.....

.....

.....

.....

(ii) How did Mrs Sommers feel after buying a pair of silk stockings? [2]

.....

.....

.....

.....

(iii) What reaction had Mrs Sommers expected on entering the restaurant? How was she treated? [2]

.....

.....

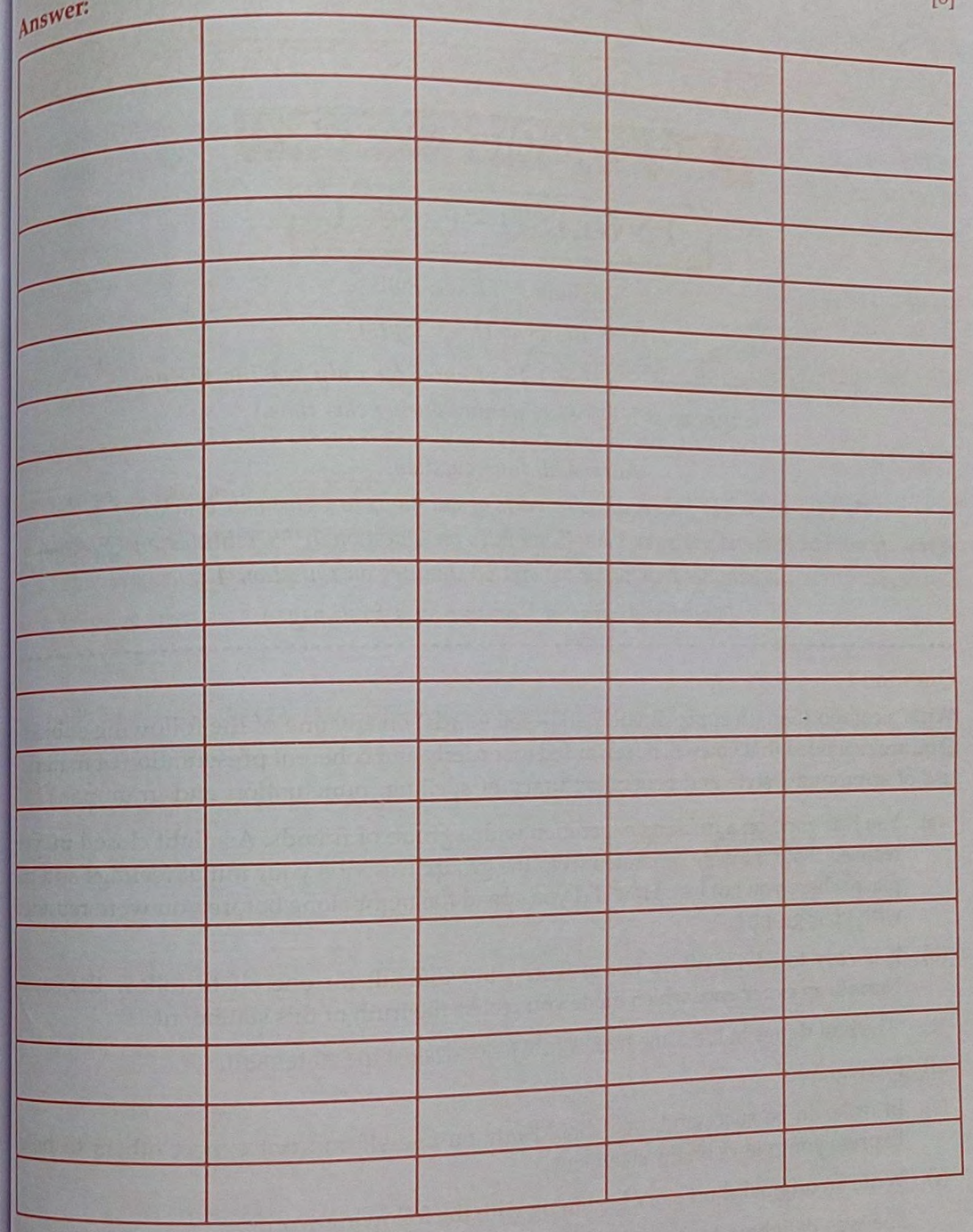
.....

.....

(c) Summarise, in not more than 100 words, how Mrs Sommers spend the day enjoying her freedom and the money to spend on herself. (Paragraphs 4 to 11). Failure to keep within

the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:



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APPENDIX 1

ISC SPECIMEN PAPER

ENGLISH – Paper 1

(Maximum Marks : 80)

(Time allowed: Three hours)

*(Candidates are allowed **additional 15 minutes** for **only** reading the paper. They must NOT start writing during this time.)*

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*Attempt all **four** questions.*

The intended marks for questions or parts of questions are given in brackets [ ].

*(You are advised to spend not more than **45** minutes on Question **1**, **55** minutes on Question **2**, **30** minutes on Question **3** and **50** minutes on Question **4**.)*

(You should begin each answer on a fresh page.)

Question 1

Write a composition (in approximately 400 – 450 words) on any **one** of the following subjects: (You are reminded that you will be rewarded for orderly and coherent presentation of material, use of appropriate style and general accuracy of spelling, punctuation and grammar.) [20]

(a) You had gone on a trekking expedition with a group of friends. As night closed in, you realised that you were separated from the group. Describe your initial feelings and the place where you got lost. How did you spend the night alone before you were reunited with your group?

(b) It is easy to advise others not to worry, but difficult for oneself to follow the same. Narrate an experience which made you realise the truth of this statement.

(c) 'The best things in life come free.' Write *for* or *against* the statement.

(d) Photographs

(e) In order to be successful, one should rely on oneself and not expect others to help. Express your views on the statement.

(f) Write an original short story beginning with the following words:

She was delighted to find the sealed envelope lying on her table. As she reached for it.....

Question 2

(a) You are Nitin / Nita from XYZ School. You wish to start applying to various colleges for admission after your ISC examination. In about 300 words, draft your personal profile using the guidelines given below:

Your name, years spent in the school you are passing out from– academic interests and performance – cultural and sports activities you participated in — positions of leadership held during your stay in the school – your future plans and goals – one characteristic that you consider to be your strength and one characteristic that sets you apart from the others. [15]

(b) As a member of the Student Council of your school, you wish to start an old clothes collection drive. These clothes are to be donated to an orphanage nearby. Write a proposal in not more than 150 words, stating the steps you would take to make it a success. [10]

Question 3

Answer sections (a), (b) and (c).

(a) In each of the following items, sentence **A** is complete, while sentence **B** is not. Complete sentence **B**, making it as similar as possible to sentence **A**. Write sentence **B** in each case. [5]

Example:

(0) (A) All nooks and corners were checked.

(B) No.....

Answer: (0) No nook or corner was left unchecked.

1. (A) He is so old that he cannot remember events of the past.

   (B) He is too.....

2. (A) As soon as the bell rings, the children run out to play.

   (B) No sooner.....

3. (A) No other planet is as big as Jupiter.

   (B) Jupiter .....

4. (A) He is forgetful as well as careless with his work.

   (B) Besides .....

5. (A) It is probable that the ship will reach the shore.

   (B) In all .....

(b) Fill in each blank with a suitable word. (Do not write the sentence.) [5]

1. She turned ..... the offer to work at the factory.
2. To everyone's surprise, he turned ..... at the party.
3. He broke ..... in the middle of his speech at the function.
4. The burglars broke ..... the house when the family was away.
5. He agreed to carry ..... the manager's orders.
6. Sita's daughter carried ..... the family business when Sita went abroad.
7. He ran ..... from home at the age of ten.
8. I ran ..... my old friend in the market place.
9. Her aunt looks ..... her aging grandparents.
10. The Principal looks ..... matters of complaint from teachers and students.

(c) Fill in the blanks in the passage given below with the appropriate form of the verb given in brackets. Do not write the passage, but write the verbs in the correct order. [5]

One day I .....(1) (be) in the lunch line, and there I saw a pile of apples. The teacher-in-charge .....(2) (stare) at me and said, "Just .....(3) (take) one. God .....(4) (watch)."

So, I .....(5) (take) an apple, and the line .....(6) (move) along. At the next table there .....(7) (be) a pile of chocolate chip cookies. I .....(8) (not know) what to do.

"Psst," the kid behind me .....(9) (whisper). ".....(10) (take) all you want. God's watching the apples."

Question 4

Read the passage given below and answer the questions (a), (b) and (c) that follow:

(1) At the Literary Society's meeting, Isola read out the letters written to her Granny Pheen, when she was but a little girl. They were from a very **kind** man – a complete stranger. Isola told us how these letters came to be written.

(2) When Granny Pheen was nine years old, her cat died. Heartbroken, sitting in the middle of the road, she was sobbing her heart out. 5

(3) A carriage, driving far too fast, came within a whisker of running her down. A very big man in a dark coat with a fur collar, jumped out, leaned over Pheen, and asked if he could help her. Granny Pheen said she was beyond help. Muffin, her cat, was dead.

(4) The man said, 'Of course, Muffin's not dead. You do know cats have nine lives, don't you?' When Pheen said yes, the man said, 'Well, I happen to know your Muffin was only on her third life, so she has six lives left.' Pheen asked how he knew. He said he always knew - cats would often appear in his **mind** and chat with him. Well, not in words, of course, but in pictures. 10

(5) He sat down on the road beside her and told her to keep **still** – very still. He would see if Muffin wanted to visit him. They sat in silence for several minutes, when suddenly the man grabbed Pheen's hand. 15

(6) 'Ah – yes! There she is! She's being born this minute! In a mansion – in France. There's a little boy petting her, he's going to call her Solange. This Solange has great spirit, great verve – I can tell already! She is going to have a long, venturesome life.' 20

(7) Granny Pheen was so rapt by Muffin's new fate that she stopped crying. The man said he would visit Solange every so often and find out how she was faring.

(8) He asked for Granny Pheen's name and the name of the farm where she lived, got back into the carriage, and left. 25

(9) Absurd as all this sounds, Granny Pheen did receive eight long letters. Isola then read them out. They were all about Muffin's life as the French cat – Solange. She was, apparently, something of a feline musketeer. She was no idle cat, lolling about on cushions, lapping up cream – she lived through one wild adventure after another – the only cat ever to be awarded the red rosette of the Legion of Honour. 30

(10) What a story this man had made up for Pheen – lively, witty, full of drama and suspense. We were enchanted, speechless at the reading. When it was over (and much applauded), I asked Isola if I could see the letters, and she handed them to me. 35

(11) The writer had signed his letters with a grand flourish:

VERY TRULY YOURS,

O.F. O'F. W.W.

It was highly possible that Isola had inherited eight letters written by Oscar Wilde, for who else could have had such a preposterous name as Oscar Fingal O'Flahertie Willis Wilde.

Adapted from: *The Guernsey Literary & Potato Peel Pie Society* – *By Mary Ann Shaffer & Annie Barrows*

(a) (i) Given below are *three* words or phrases. Find the words which have a similar meaning in the passage: [3]

1. Adventurous
2. cat-like
3. appreciated

(ii) For each of the words given below, write a sentence of at least ten words using the same word **unchanged in form, but with a different meaning** from that which it carries in the passage: [3]

1. kind (*line 2*)
2. mind (*line 13*)
3. still (*line 15*)

(b) Answer the following questions in your own words as briefly as possible:

(i) Where did Isola get the letters from to read at the Literary Society's meeting? [2]

(ii) Who consoled Granny Pheen when she was heart-broken? What did he say about Muffin's lives? [2]

(iii) What did the man say when Granny Pheen asked him how he knew about cats' lives? [2]

(c) In not more than 100 words, summarise why the eight letters were a treasure to Granny Pheen. (Paragraphs 2 to 10). Failure to keep within the word limit will be penalised. You will be required to write the summary in the form of a connected passage in about 100 words. [8]

Answer:

Project Work

In addition to the syllabus prescribed for Classes XI & XII, candidates at Class XI are also required to be internally assessed in listening and speaking skills as given below:

Listening and Speaking skills are to be assessed internally, by the School, during English course work in Class XI and shown in students' report and school record.

Types of Assessment

(a) *Listening Skills:* A passage of about 350 words is read aloud, twice, the first at normal reading speed (about 110 words a minute) and the next time at a slower speed. Students may make brief notes during the readings. They then answer objective type questions based on the passage on the paper provided.

(b) *Speaking Skills:* Students are to be assessed through an individual presentation of about three minutes followed by a discussion with the subject teacher, for another two or three minutes.

Some of themes to be addressed in the assessment are — narrating an experience, giving directions or instructions on how to make or operate something providing a description, giving a report or expressing an opinion.

Candidates are to be graded as follows, jointly for Listening and Speaking Skills:

Grade	Remark	Grade	Remark
A	Very Good	B	Good
C	Satisfactory	D	Needs Improvement
E	Poor		

AURAL & ORAL ENGLISH: INTRODUCTION

The result of the Internal Assessment on Listening and Speaking Skills is indicated by Grades, A to E.

INTERNAL ASSESSMENT ON LISTENING SKILLS

Guidelines for Teachers

Material:

1. The teacher's Copy comprising Guidelines for the Examiner and the Passage for Oral Reading.
2. The Question Paper comprising questions and answers in multiple choice.

Instructions for the conduct of the assessment

Candidates are seated as for a written examination.

The recommended number of candidates at a sitting is *thirty*.

The question paper and a sheet of rough paper are to be distributed to the students before the reading of passage takes place. At this stage, students enter their name, class, roll number on the question paper and read the 'Note for Students'.

The passage is read aloud clearly by the teacher twice, the first time at normal speed (about 110 words a minute) and the second time at a slower speed. *Between the two readings, the teacher may give a pause of about three minutes to allow the students to read the questions.*

Students may make brief notes on the rough paper given to them, during the readings.

At the end of the second oral reading, the teacher directs the candidates to answer the objective type questions given in the question paper.

Candidates will enter their answers *in ink*.

The duration of the assessment is *30 minutes*, which includes the time taken for the two readings and answering the questions on the question paper.

CHAPTER 1

Listening (Aural) Skills

Listening is a complex process that involves hearing, understanding and analysis. It requires conscious effort on the part of the listener. It is generally assumed that listening is automatic – it comes naturally like breathing. But effective listening is much more than that. Like any other skill, listening skill can be developed through continuous practice.

Ten steps to become an effective listener:

- **Listen to Learn**

  Listening requires the temporary suspension of all unrelated thoughts. In order to become an effective listener, you have to learn to control what goes in your mind. In fact, you must learn to listen, so that you can listen and learn.

- **Face the Speaker**

  You must maintain an eye contact with the speaker. This will keep you focused and involved in the speech. Remember, anybody worth listening to is worth looking at.

- **Listen to Speaker's Words**

  Focus on the speaker's words and try to picture what he is saying. If you count the number of times the speaker fumbled or used wrong tense, then you are not attentively listening to what is being said.

- **Keep an Open Mind**

  Listen to the topic with an open mind, i.e., do not let your preconceived ideas influence you. Remember, if you listen to a speech with preconceived notions, then you will not be able to listen to what the speaker is saying. Your preconceptions would act as a filter and you will only listen to what supports your preconceived ideas.

- **Remove Physical Barriers**

  Do not allow the physical barriers like shuffling of papers, someone talking and looks of the speaker to hamper your listening process.

- **Do not Interrupt**

  Do not interrupt the speaker when you don't understand something. Wait for the speaker to complete his speech and raise your queries when you are asked to do so.

- **Treat Listening as a Challenge**

  Do not give up and stop listening when you find the information being presented either boring or difficult to understand.

- **Stay Active by asking Mental Questions**

  Active listening requires you to be on your toes. You can think faster than the speaker. Frame questions about what is being said. Besides, taking down notes requires you to make decisions about what to write. Always write down information regarding dates, physical attributes, names and colours.

- **React to the Messages**

  You must react to the messages the speaker is giving by sending out non-verbal signals. Your face must show the emotions to indicate that you are following what the speaker is saying.

- **Triumph over the Environment**

  Do not allow the environment of your class to act as a hindrance to effective listening. The classroom may be too noisy, too hot, too cold, too bright or too dark. Do not give in to such inconveniences but stay focused on what is being said.

Pattern of Assessment

For the Aural English Exam, a passage will be read aloud by the Examiner twice, the first time at normal speed and the second time at a slower speed. During the readings the candidates can make brief notes. At the end of the second reading, they have to choose the most appropriate answer from the Multiple-Choice Questions and mark (a), (b), (c) or (d) in the circle near the question. One mark will be awarded for each correct answer.

English Listening Skills: Specimen Question Paper

Name: .....

Class: ..... Index No: .....

Signature of the candidate .....

Note for Students

A passage will be read aloud by the teacher twice. During the readings, you may make brief notes on the rough paper you have been provided.

At the end of the second reading, you will answer the questions in ink on the question paper.

The duration of 30 minutes includes the time taken for the two readings and answering the questions on the paper.

SPECIMEN PASSAGE

The Examiner reads:

No one, it seems, is very fond of a rat. Except another rat perhaps, and as the rat population of the world exceeds the human one, we are told, there is a problem. City dwellers or villagers alike, we are never more than thirty metres from a rat; well that's what they say. It's a sobering thought if you remember that rats spread diseases, sometimes terrible diseases like bubonic plague for example.

All of which makes it doubly unfortunate that while we don't like rats, rats evidently do like us; they like our houses, our barns, our warehouses and granaries; they like the warmth and shelter we provide; above all, they like sharing, i.e., stealing, the food we eat. I know that in India there are some temples where the rat is welcome, indeed revered, but its devotees are well outnumbered by those who think it a pest.

How do we get rid of them if they become so numerous as to constitute a real menace, even to life and limb? It isn't easy, for though we may exterminate a few, their powers of rapid reproduction are legendary, and they say the female rat makes the best mother in the world. Poison them? Gas them? Well you can try but the modern rat has become virtually immune to these methods and, in any case, the disposal of dead carcasses, down rat runs or under floorboards is itself a difficult business which, if neglected, leads to thoroughly unpleasant odours and yet more fear of disease.

Over the centuries and in different lands throughout the world, many different remedies

have been tried, and usually found wanting. Morocco for instance dealt with its plague of rats by importing thousands of domestic cats mainly from England. But though cats and certain dogs, like terriers, might keep numbers down, they will never totally rid a place of what so many regard as vermin.

One old gentleman resorted to rat psychology. The rat, he said, is a wonderfully clean animal and if it can, will preserve itself and its surroundings in as clean a state as possible. So, he argued, why not make it impossible for a rat to stay clean? the answer, he thought, was tar, for rats dislike it more perhaps than anything else, for once it gets on to their fur, they find it most difficult to remove.

Adapted from 'Rats' by PJO Taylor.

Listen to the paragraph which will be read out for you twice and then answer the questions on this paper:

Choose the most appropriate answer and write (a), (b), (c) or (d) in the circle.

[1×10=10]

1. The population of rats in the world is
   (a) more than that of humans
   (b) the same as that of humans
   (c) much the same as that of other pests
   (d) none of the above

2. The fact that rats are found close to habitation is proved by the statement.
   (a) Rats like our homes and barns.
   (b) Rats can spread terrible diseases among humans.
   (c) Human beings are never further than 30 metres from a rat.
   (d) Rat population of the world exceeds the human one.

3. Rats pose a danger to human beings:
   (a) because they contaminate food
   (b) because they dirty their homes
   (c) because they spread dangerous diseases
   (d) because they multiply rapidly

4. Rats like our homes because:
   (a) they feel safe there
   (b) our homes are an easy source of food

(c) they like the warmth and shelter that we provide

(d) all of the above

5. In India there are some _____ where rats are welcome.

(a) homes (b) institutions

(c) districts (d) temples

6. Ways of eliminating rats are _____.

(a) many (b) easy

(c) difficult (d) inconvenient.

7. The problem of rats was dealt with by importing cats from England by the country _____.

(a) Spain (b) United States of America

(c) Morocco (d) India

8. An old gentleman used _____ to eliminate rats.

(a) hypnosis (b) scientific methods

(c) the Pied Piper (d) rat psychology.

9. According to rat psychology, the rat is a wonderfully _____ animal.

(a) dirty (b) harmful

(c) clean (d) auspicious

10. He discovered that rats hated _____.

(a) acid (b) pesticides

(c) tar (d) powder

ANSWERS

1. (a) 2. (c) 3. (c) 4. (d) 5. (d)

6. (c) 7. (c) 8. (d) 9. (c) 10. (c)

1. Russell Kirsch: Inventor of Pixel

Choose the most appropriate option and write (a), (b), (c) or (d) in the box.

1. Russell Kirsch invented which of the following?

(a) Scanner

(b) Pixels

(c) Videos

(d) None of the above.

2. Which of the following defines a pixel?

(a) A single point in a picture, usually square in shape

(b) A combination of points to form a square

(c) A group of squares that make the outline of a picture

(d) None of the above.

3. Which of the following is incorrect about pixels?

(a) Each pixel has a colour

(b) Each pixel has a round form

(c) All the pixels combine to form a picture

(d) All of the above.

4. Which of the following is correct about Russell Kirsch?

(a) He was a photographer

(b) He was a graphic designer

(c) He was a computer scientist

(d) He was a computer teacher.

5. Russell Kirsch received education in which of the following universities?

(a) New York University

(b) Harvard University

(c) Both (a) and (b)

(d) None of the above.

6. Which of the following statements is correct?

(a) Russell created a small, 2-by-2 inch black and white image of his son on canvas

(b) Russell created a small, 2-by-2 inch black and white image of his son on a wall

(c) Russell created a small, 2-by-2 inch black and white digital image of his son

(d) None of the above.

7. What did Russell do after creating the digital image of his son?

(a) He scanned the image into a computer using a device

(b) He got the image printed in a newspaper

(c) Both (a) and (b)

(d) None of the above.

8. Russell's work laid the foundation for which of the following?

(a) Satellite imagery (b) Virtual reality

(c) Both (a) and (b) (d) None of the above.

9. How many pixels were there in total in Russell's first square picture?

(a) 176 (b) 3100

(c) 31,000 (d) 51,000.

10. Why was the square shape of the pixels a problem?

(a) Because square shape blurred the pictures

(b) Because square shape made the pictures blockey

(c) Both (a) and (b)

(d) None of the above.

2. Visakhapatnam Factory Gas Leak

Choose the most appropriate option and write (a), (b), (c) or (d) in the box.

1. How many people died from the gas leak at Visakhapatnam?

(a) 15 (b) 11

(c) 25 (d) 10.

2. How many people were affected by the gas leak from the factory at Visakhapatnam?

(a) 11 (b) 25

(c) 100 (d) 1000.

3. Which of the following is true about the cause of gas leakage?

(a) It was caused by the malfunctioning of the distillation unit

(b) It was caused by the malfunctioning of the refrigeration unit

(c) It was caused by a blast in the boiler

(d) None of the above.

4. The leakage of gas in the chemical plant happened when

(a) Styrene which is in a liquid form got converted into gaseous form

(b) a blast occurred in the chemical plant

(c) Both (a) and (b)

(d) None of the above.

5. What happened after the gas leaked from the plant?

(a) It caused a massive blast

(b) It formed a thick fog in the area

(c) It caused a major fire in the plant

(d) None of the above.

6. The chemical plant where the accident happened, belongs to which country?

(a) The USA (b) The Netherlands

(c) South Korea (d) North Korea.

7. Which of the following gases leaked from the Union Carbide factory in Bhopal in 1989?

(a) Styrene (b) Carbon dioxide

(c) Ammoniun Nitroxide (d) Methyl Isocyanate.

8. Which of the following is not a similarity between the Bhopal gas tragedy and the Visakhapatnam gas tragedy?

(a) In both the cases the leakage of gas started well past mid night

(b) In both the cases the plants had resumed production after a long time

(c) In both the cases styrene gas leaked from the plant

(d) None of the above.

9. For which purpose is Styrene gas used?

(a) To manufacture plastic packaging

(b) To manufacture latex

(c) To manufacture Benzene

(d) Both (a) and (b).

10. Which of the following permissible exposure level (PEL) of Styrene gas was exceeded at the LG chemical plant?

(a) 100 ppm (b) 500 ppm

(c) 700 ppm (d) 900 ppm.

3. Elephants

Choose the most appropriate option and write (a), (b), (c) or (d) in the box.

1. At which of the following places, African elephants are not found?
   (a) Rainforests of Brazil
   (b) Sahel desert
   (c) Sub-Saharan Africa
   (d) None of the above.

2. Asian elephants are found in which of the following places?
   (a) India (b) Nepal
   (c) Sri Lanka (d) All of the above.

3. Which of the following statements about the difference between African and Asian elephants is incorrect?
   (a) Asian elephants are smaller than African elephants
   (b) The ears of African elephants are smaller than Asian elephants
   (c) Asian elephants have a single finger on the end of their trunks
   (d) None of the above.

4. Which of the following defines the tusks of elephants?
   (a) They are the two large ear flaps of the elephants
   (b) They are large, deep rooted teeth of the elephants
   (c) They are the massive legs of the elephants
   (d) None of the above.

5. How is it identified whether the elephant is right-tusked or left-tusked?
   (a) From the size of the tusk
   (b) From the colour of the tusk
   (c) From its more worn down look
   (d) All of the above.

6. How many hours a day do the elephants spend on eating?
   (a) 16 hours (b) 15 hours
   (c) 12 hours (d) 10 hours.

7. Which of the following is true about the social structure of the elephants?
   (a) They follow a matriarchal structure where the eldest female is the head of the group.
   (b) The follow the patriarchal system where the eldest male is the head of the group
   (c) They do not follow any structure at all
   (d) None of the above.

8. What is the role of a matriarch in an elephant herd?
   (a) She locates the best spots for food and water
   (b) She finds safe places to stay for the herd
   (c) She teaches the young ones how to socialise with other members of the herd
   (d) All of the above.

9. How do the elephants identify other elephant from a distance of 2 miles?
   (a) Through their trunk
   (b) Through their tusks
   (c) By hearing the rumbling, low-pitched sound
   (d) None of the above.

10. From what can we conclude that elephants are intelligent animals
    (a) They have advance problem-solving skills
    (b) They show empathy, mourning and self-awareness
    (c) They take care of the weak and injured members of the head
    (d) All of the above.

4. Rafale

Choose the most appropriate option and write (a), (b), (c) or (d) in the box.

1. Which of the following is true about the literal meaning of 'Rafale'?
   (a) Burst of wind (b) Gust of wind
   (c) Burst of fire (d) Both (b) and (c).

2. Which of the following features of Rafale is incorrect?
   (a) It is a fighter aircraft
   (b) It is equipped with a number of weapons
   (c) It has three engines
   (d) It can perform both air defence and ground attack missions.

3. Which of the following statements about Rafale is incorrect?
   (a) It can reach almost thrice the speed of sound
   (b) It can carry 9.3 tonnes of weapons
   (c) It can deliver nuclear weapons
   (d) All of the above.

4. How is Rafale distinct from other European fighter aircraft?
   (a) It is equipped with special weapons
   (b) It is almost entirely built by one country
   (c) It is a joint venture of six countries
   (d) None of the above.

5. In which of the following countries Rafale has not been used in combat?
   (a) India (b) Afghanistan
   (c) Libya (d) Iraq.

6. What distance was covered by the five Rafale aircraft before they landed at the Ambala airbase?
   (a) 10,000 km (b) 9,500 km
   (c) 8,500 km (d) 7,000 km

7. Who was the Air Chief Marshal who received the Rafale aircraft at Ambala airbase?
   (a) R. K. S. Bhadauria (b) S. K. R. Singh
   (c) J. J. Singh (d) None of the above.

8. How much money did India pay for the purchase of 36 Rafales?
   (a) 89,000 crore (b) 69,000 crore
   (c) 59,000 crore (d) None of the above.

9. Which of the following are unique features of Rafale?
   (a) It can operate from high altitude airbase
   (b) It can operate in all weather conditions

   (c) It can fly unobserved in the enemy's space
   (d) All of the above.

10. Which of the following is the air-to-ground cruise missile attached to Rafale?
   (a) Meteor (b) Scalp
   (c) MICA (d) All of the above.

5. Actionable Intelligence

Choose the most appropriate option and write (a), (b), (c) or (d) in the box.

1. What are the drawbacks of traditional methods of data gathering on wildlife?
   (a) They are prone to errors
   (b) They do not provide actionable intelligence
   (c) Both (a) and (b).
   (d) None of the above.

2. The Rajasthan government has partnered with which of the following US companies?
   (a) AIS (b) SAS
   (c) Both (a) and (b) (d) None of the above.

3. For which of the following tasks is Actionable Intelligence (AI) used?
   (a) To eliminate false detections of wildlife
   (b) To detect critical incidents
   (c) Both (a) and (b)
   (d) None of the above.

4. Which of the following was not part of the intelligent analysis programmes started by Rajasthan government in different national parks?
   (a) Installation of Cameras
   (b) Use of Computer vision technologies
   (c) Night guards.
   (d) None of the above.

5. Which of the following is not a problem faced by protected areas?
   (a) Long and protected boundaries
   (b) Less staff

(c) Both (a) and (b)

(d) None of the above.

6. Which of the following activities need to be controlled in protected areas?

(a) Illegal grazing (b) Poaching

(c) Both (a) and (b) (d) None of the above.

7. Which of the following was done to allow real-time streaming of information about the wildlife in national parks?

(a) Installation of Wi-Fi

(b) Increased patrolling

(c) Installation of mobile vans

(d) All of the above.

8. What was the drawback of the infrastructure installed before the introduction of AI capabilities?

(a) Wastage of time in looking at videos for hours

(b) Too high cost of maintenance of infrastructure

(c) Both (a) and (b)

(d) None of the above.

9. Which of the following is not one of the five critical subjects to be detected by AI?

(a) Tigers and Leopards

(b) Birds and Turtles

(c) Cattle and Humans

(d) All of the above.

10. AI has helped to take swifter action regarding wildlife by

(a) eliminating false detections

(b) enhancing the efficiency of forest officials

(c) Both (a) and (b)

(d) None of the above.

CHAPTER 2

Speaking (Oral) Skills

Speaking is a communication tool used to inform, motivate, persuade, influence or entertain the listeners. A good speech has the power to alter the emotions and thoughts of others.

For the ISC Oral Examination, the examiners will assess the students for Speaking Skills on the following criteria:

Fluency

It is the ability to use the language at normal speed, without repetition and with the flow of connected speech. The speaker must have full operational command over the language, i.e., correct forms of grammar, vocabulary and pronunciation to attain fluency.

Subject Matter

The students are required to choose one topic from the five topics, speak for about three minutes on the same and then discuss it with the examiners for three minutes. So the choice of topic is of utmost importance. Therefore, choose the topic about which you have sufficient knowledge and the confidence of answering questions on it during the discussion. The subject matter for the topic should be relevant, rich in content and original.

Organisation

The content of the topic chosen should be sequenced and organised. This can be done by dividing the subject matter into three parts — *introduction, body* and *conclusion*. The introduction of the speech arouses the interest of the listeners. The body of the speech develops logically the ideas set forth in the introduction. It includes strong supporting arguments, accurate and up-to-date information. Finally, the conclusion sums up the entire topic. It gives the examiners the impression that the speaker has justified the chosen topic.

> A speech introduction can be illustrated by the image of a door. The speaker takes the audience to the door. Then he proceeds to tell them what is on the other side of the door he wants to show them. He escorts them into the room, i.e., the body of the speech. And finally, he takes them inside the room (conclusion) without the listeners' realising that they have walked through the door. It will be as if they had been teleported there by the speaker.

Quality of Language

It is the quality of the language that gives shape to the content. If the language is not appropriate, the speaker is not able to convey what he wants to convey. In order to improve the language of the speech, the following tips should be used:

(i) Use short simple sentences. Choice of simple words and their well thought out use can have an impact and power.

(ii) Use striking images in the form of similes and metaphors.

(iii) Use striking adjectives and adverbs for emphasis.

(iv) Use anecdotes and humorous statements to enliven your speech.

Delivery

The way the speaker delivers his speech can make or mar it. The following tips need to be taken care of while delivering the speech:

- *Volume of Voice* refers to how loud or soft the speaker's voice is. If the audience cannot hear the words of the speaker, they will not be able to understand them. Similarly, if the speaker is too loud, he would appear to be rude. So the speaker has to maintain a volume which is pleasant and audible to the listeners.
- *Tempo* refers to the rate of speech at which the speaker speaks. The tempo of the speech keeps the audience hooked to what is being said. If the speaker is too slow, the audience get bored. Similarly, if the speaker races through his speech, the audience find it difficult to keep pace with him.
- *Pitch* refers to the range at which the speaker is comfortable while speaking and is pleasant to the listener to hear. The pitch should not be too high or too low.
- *Tone* of the voice suggests the attitude and feelings of the speaker. Sometimes a speaker speaks in a flat monotone. This makes active listening difficult. This is because the way a speaker uses his tone reflects the meaning of words used. For example, see the difference in meaning when the tone is changed:

  She is **my** friend. (Not yours)

  She is my **friend**. (Just a friend)

  She is my friend. (Not others)
- *Diction* refers to the ability to pronounce words correctly. It can be improved by continuous practice.
- *Manner* refers to the impression the speaker makes on his listeners. He should look pleasant, enthusiastic and confident. The speaker's body language is very important. He must appear relaxed even if he is feeling nervous. His gestures should be natural, spontaneous and not out of place.

English Speaking Skills : Specimen Question Paper

ENGLISH Paper-1

(*Preparation Time : One hour*)

(*Presentation Time : Three minutes*)

Note for Students

*You are required to speak for about **three** minutes, on any **one** of the **five** topics given below. At the end of your talk, your teacher and/or the listening group will start a discussion with you on the topic on which you have spoken, for about **two** to **three** minutes, during which you may answer queries or clarify points.*

You may refer to brief notes during the course of your talk, but reading from the script or excessive dependence on the notes will be penalised.

You will have an hour to prepare your subject independently.

Choose any ***one*** of the topics given below:

(i) Describe a journey you undertook by train or bus and comment on your fellow passengers and your experiences.

(ii) Briefly describe the rules of a game (outdoors or indoors) that you like to play and say why you enjoy the game.

(iii) In what ways do you think India has developed since Independence? Discuss the areas where development is still required, in your opinion.

(iv) Talk about the most unforgettable person you have ever met. What qualities did you find in that person, which you will always remember?

(v) Describe a wedding you have attended giving attention to customs or traditions that were followed, the manner in which the bride and groom were dressed, the food, the lights, the music and celebrations in which you participated.

MODEL ANSWER

Do you think Indian Democracy has come of Age? Give your opinion.

Respected Teachers and dear friends,

I stand here to express my views on the statement, 'Has Indian Democracy come of Age'?

Yes, indeed, Indian democracy has come of age. India today is the world's largest functioning democracy. Seventeen General Elections have been held ever since we proclaimed ourselves a Sovereign, Democratic Republic an January 26, 1950 and gave to ourselves a new constitution. Most of the post-Second World War nations that attained independence almost at the same time as India have either become dictatorships or are under martial law or have simply degenerated into anarchies. There is hardly any semblance of democracy in most of the third world nations. With the exception of Costa Rica, no other developing country has enjoyed as long a democratic run since World War II. And in the case of Costa Rica, it is worth bearing in mind that the country is small, with a GDP per capita six times that of India's.

The people of India have proved their ability as mature electorate by ousting well entrenched regimes from power and opting for clean governance, assurance of development and national stability and security. And all this has happened in spite of the typically Indian social phenomenon of caste, creed and religious affiliations. At crucial junctures, like in 1977, 1980 and 2014, people showed their disapproval of political instability and corruption and responded unitedly, cutting across party lines to a significant extent. Similarly, in the 2019 Lok Sabha elections, the threats to national security emanating from our neighbour, united the people behind the ruling party and became one of the factors for a favourable result for the BJP led NDA in forming the government at the Centre for the second time. Besides, the efforts made by the ruling party to improve things for the common man through a number of people-centred schemes also made the voters cast their votes in favour of the ruling party. Thus, most of the time people have voted for a stable government, though at times have given more than an absolute majority to the ruling party and thus, weakened the opposition.

Democracy has flourished in India. But the diverse size and heterogeneous character as well as political and regional problems have placed some hurdles in the smooth functioning of democracy. Illiteracy, ignorance and poverty stalk the land. Our politicians still practice the British legacy of divide and rule to achieve their nefarious ends. This has been done since

independence in the name of caste, religion and language. The cankers of communalism, casteism and linguism are major hurdles in the successful functioning of democracy in the country. Politicians' strategy of emphasising on ends, meanwhile heavily compromising with means, leads to frustration amongst the masses electing them and finally results in disenchantment with the very system that gave people the nefarious politicians.

There is nothing wrong with the system, but its implementation leaves much to be desired. Merely having a functioning democracy is not enough. It must be seen that it works well and in the larger interests of the people.

In order to make the functioning of democracy more successful, the provision of the right to recall people's elected representatives (as it exists in Switzerland) must be incorporated in our system, so that our leaders become more accountable and responsible to the people. Drastic changes in our electoral system must be brought about so that elections are free, fair and impartial in the true sense of the term and that they inspire the confidence of the people. The four pillars of democracy, legislature, executive, judiciary and the press must be strengthened. The sanctity of these institutions must not be eroded.

Thank you.

PRACTICE FOR SPEAKING SKILLS

PROVIDING A DESCRIPTION

I. Describe a journey you undertook by train or bus and comment on your fellow passengers and your experiences.

Respected Teachers and dear friends,

I stand here to describe a memorable train journey I undertook with my family last year.

- Last year in the month of September, I visited the holy shrine of Vaishno Devi in Jammu.
- We chose to travel by Vande Bharat Express train.
- We boarded the train from New Delhi Railway Station.
- The journey by this train was the most exciting train journey I have ever had.
- It was a visual treat for the eyes with the beautiful scenery and landscape as seen through the windowpanes of the train.
- The most interesting part of the journey was travelling through the seven tunnels and several minor and major bridges.
- Apart from being India's fastest train, it has several features like air conditioned chair car, automatic doors, Wi-Fi and infotainment system, personalised reading lights, touch friendly blinds for windows, hygienically prepared and tasty meals; which made our journey quite comfortable and enjoyable.
- All the passengers in the train seemed to be enjoying themselves. Some of them, who were travelling with a spiritual frame of mind were singing bhajans and chanting mantras.
- The entire journey through the mountainous terrain was breathtaking, exciting and comfortable.

Thank you.

II. Briefly describe the rules of a game (outdoors or indoors) that you like to play and say why you enjoy the game.

Respected Teachers and dear friends,

- My favourite game is cricket, which is a cult sport in India.
- It is an interesting game played between two teams, comprising 11 players in each team.

- It is played on a 22 yard pitch.
- One side bats and the other bowls.
- There are three versions of the game: Test match, played for five days; Twenty-Twenty (20 overs) and One Day (50 overs).
- Cricket is a fast game that requires stamina, skill, concentration and determination.
- In this game, every ball and every run is counted.
- What I like best about the game is the suspense that is maintained till the last ball is bowled; for example, take the case of cricket World Cup Finals (2019) held in England, where for the first time in World Cup history, a Super-Over in a 50-over game was played in the final. Both the sides, England and New Zealand were locked at 241, which led to the Super-over.
- On the final ball of New Zealand's Super Over after equalling the 15 runs England managed in their over, Martin Guptill attempted to score the winning run but was run out, meaning the Super Over was also tied.
- England was declared the winner on the basis of its 26 boundaries to New Zealand's 17.
- It was a nail-biting match amid scenes of agony and ecstasy.
- Enjoyed every moment of the game.

Thank you.

III. In what ways do you think India has developed since Independence? Discuss the areas where development is still required, in your opinion.

Respected Teachers and dear friends,

I am here to talk about India's development since it attained Independence from foreign rule on August 15, 1947.

- During the last 73 years of its independent existence, India has withstood the ravages of time and has upheld its identity as an independent, strong and self-reliant nation.
- When India achieved independence, it inherited a shattered economy, no sound industrial base, hardly any valuable infrastructure for the development of science and technology, extremely low agricultural production and almost non-existence of health sector. Imported food grains fed the people. Famines were constant.
- But defying all these hurdles India has surged ahead. It has made remarkable progress in all the spheres of life, be it economic growth, science and technology, infrastructural development, agriculture, defence, nuclear capability or industries.
- At present, India is one of the major South Asian powers, both economically and militarily. It is a $1-trillion plus economy. India has the fourth largest military in the world.

- India today has all types of industries from bicycles to aircrafts. Foreign investors are ready to grab Indian markets.
- Science and Technology has advanced immensely and Indians rule the roost in Information Technology.
- India's giant strides in the Space Technology have been acknowledged all over the world. India has begun to commercialise indigenously developed satellites, defence equipment and peaceful nuclear products and technologies.
- India became the first nation to reach the orbit of Mars, through its mission *Mangalyaan* started in 2013. It also made India the first nation in the world to do so on its maiden attempt.
- It is unfortunate that economically resurgent India still remains home to the world's largest population of poor, hungry and illiterate people. Along with chronic hunger, deep poverty and high illiteracy also continue to blight the lives of millions of our people.
- Rapidly increasing population, rampant corruption, exploitation of women, child labour, communalism are some of the issues which need to be worked upon.

Thank you.

IV. Talk about the most unforgettable person you have ever met. What qualities did you find in that person, which you will always remember?

Respected Teachers and dear friends,

I stand here to talk about the most unforgettable person I have ever met, that is, an aunt of mine.

- She is past 60, but from her looks and agility, no one can imagine that she is a grandmother
- She looks cheerful and full of energy.
- If my mother had not told me about the tragedy that struck my aunt two years ago, I would never have imagined that she had undergone so much pain.
- She had lost her husband, her son and daughter-in-law in an accident.
- After she lost her family members, she was completely shattered.
- But she had to look after her two grandchildren and her husband's business.
- She gathered her strength and after 30 years stepped out of her home to work.
- She now not only manages her family business but has expanded it beyond the shores of India.

- I will always remember her for her courage, conviction, confidence and her never–say-die attitude.

Thank you.

V. Describe a wedding you have attended giving attention to customs or traditions that were followed, the manner in which the bride and groom were dressed, the food, the lights, the music and celebrations in which you participated

Respected Teachers and dear friends,

- I am sure all of you must have attended the wedding ceremony of your near and dear ones. But today, I am going to describe a wedding in which the bride and the groom, who were foreigners, went for a traditional Indian wedding.
- It has so happened that my cousin, who lives in New York, has a close friend, who is an American — after seeing the videos of a traditional Indian Wedding, he and his fiance decided to get married in a typical Indian style.
- They hired an Event Management Company, which made all the arrangements for the wedding at a resort in Rajasthan.
- My family acted as the bride's family whereas my cousin's family became the groom's family.
- All the guests from the bride's and groom's side were given a warm welcome; as the pre-wedding ceremonies started, it was a visual treat to see all the foreigners wearing traditional Indian clothes.
- Everybody present fully enjoyed the pre-wedding ceremonies like mehandi, sangeet and haldi.
- On the day of the wedding, the bride wore traditional lehenga-choli, jewellery and flowers whereas the groom wore a sherwani and churidar with a beautiful turban; all the guests also wore colour-coordinated Indian dresses.
- Like any other Indian wedding, the guests danced at the marriage procession; the bride and the groom exchanged garlands and performed the traditional *varmala ceremony*.
- After that a variety of mouth-watering Indian dishes were served to the guests.
- It was fun to watch the foreigners eating spicy golgappas.
- Then the bride and the groom performed the *Saptapadi* or seven circles round the sacred fire and took the vows.
- The last of the ceremonies, that is *bidai* was performed from our home.
- It was a fun-filled wedding but a unique one.

APPENDIX 2

PASSAGES FOR READING
(For teachers' use only)

1. Russell Kirsch: Inventor of Pixel

Russell Kirsch is the man who created the pixel that forms the digital images and videos we see today. A pixel is a single point in a picture. On the monitor of a computer, a pixel is usually a square. Every pixel has a colour and all the pixels together form the picture. In addition to creating the pixel, the famed computer scientist, Russell is also credited with scanning the world's first digital photograph. Kirsch worked as a research scientist at the U.S. National Bureau of Standards for fifty years. He did this after his education at the Bronx High School of Science, New York University, Harvard as well as MIT.

Pixels, the digital dots used to display photos, video and more on phone and computer screens, were not an obvious innovation in 1957, when Kirsch created a small, 2-by-2-inch black-and-white digital image of his son, Walden, as an infant. The image was then scanned into a computer making it the first images ever scanned into a computer, using a device created by his research team at the U.S. National Bureau of Standards. Russel's work laid the foundations for almost all the visual aids seen in the digital world like —satellite imagery, CT scans, virtual reality and Facebook. That first square image, measured a mere 176 pixels on a side — just shy of 31,000 pixels in total. Today, the digital camera on the iPhone 11 can capture roughly 12 million pixels per image.

A particular issue with the pixels, which were bigger and fewer at that time, was their square shape. The square shape of the pixels of an image meant that the elements could look blocky and not as smooth as in real life, a condition which is now call 'pixelated.' "Squares was the logical thing to do," Kirsch told a magazine in 2010. "Of course, the logical thing was not the only possibility but we used squares. It was something very foolish that everyone in the world has been suffering from ever since."

Kirsch later developed a method to smooth out images by using pixels with variable shapes instead of the squares.

2. Visakhapatnam Factory Gas Leak

A major gas leak from a chemical plant in Visakhapatnam district of Andhra Pradesh killed at least 11 people, left 25 critically ill, and affected close to 1,000 people and hung as smog over nearby villages in the early hours on May 7, 2020. The accident jolted hundreds of residents, who choked due to the toxic gas before they could flee the area.

A preliminary situation report by district officials said the incident was triggered by a malfunction in the refrigeration unit that was meant to keep the Styrene at below 20°C. Styrene monomer is normally in a liquid state and is safe below a temperature of 20 degrees Celsius. But, because of the malfunctioning of the refrigeration unit, the chemical started gasifying. The leak was so intense that it turned into a fog and only around 9.30 a.m. it could be understood what exactly it was as the thick fog that formed in the area cleared.

LG Chem Ltd, which owns LG Polymers, is South Korea's largest chemical company and is part of the LG Corp conglomerate. Videos and photos from the area showed men, women and children unconscious in the streets, some lying next to fallen motorcycles. The scene evoked memories of the 1984 Bhopal Gas Tragedy that left at least 4,000 people dead and another 500,000 injured when methyl isocyanate gas leaked from the Union Carbide pesticide plant in Bhopal.

There are some eerie similarities and several key differences between the chemical leak from a factory on outskirts of Visakhapatnam and the 1984 Bhopal gas tragedy. In both the cases, the leak started well past midnight, when people were asleep, resulting in a delay in response. In Bhopal, it began at about 2 a.m. on December 3, 1984. In Visakhapatnam, the leak from the plant also started at about 2 a.m. Both plants resumed production after a period of downtime, and it is clear that errors occurred in the protocols.

As it turned out, the methyl isocyanate gas from the Union Carbide plant was more toxic than the Styrene that leaked from the LG plant. However, the 11 deaths and hundreds of affected people in hospital indicate that Styrene must have escaped in extremely high concentrations and affected the nearby population.

Styrene is a synthetic, a derivative of Benzene chemical used to manufacture latex, synthetic rubber, plastic packaging and disposable cups. It is a colourless liquid which evaporates easily and is toxic to the brain and lungs. The permissible exposure level (PEL) mandated by the US Occupational Safety and Health Administration (OSHA) is 100 ppm (parts per million) for an adult worker for eight hours and the Immediately Dangerous to Life and Health level is 700 ppm. This level has been severely exceeded, indicated by the number of deaths and injured.

The health effects of Styrene include irritation of the eyes, nose, and throat, cough, shortness of breath, inflammation of the lung tissues, and possible accumulation of fluid which can lead to death, a condition known as pulmonary edema. Brain effects include a feeling of drunkenness, changes in colour vision, tiredness, confusion, slowed reaction time, concentration and balance problems.

3. Elephants

Elephants are the largest land animals on earth. With their characteristic long trunks, large, floppy ears, and wide, thick legs, there is no other animal with a similar physique.

There are two common species of elephant: the Asian elephant and the African elephant, who live on separate continents and have many unique features.

African elephants live in Sub-Saharan Africa, the rainforests of Central and West Africa and the Sahel desert in Mali, whereas Asian elephants live in Nepal, India, Sri Lanka and Southeast Asia in scrub forests and rainforests.

African elephants are the larger of the two species. Asian elephants are just a little smaller. African and Asian elephants also have a few different physical features. The ears of African elephant are larger and resemble the shape of the African continent, while Asian elephants have smaller, round ears. Both male and female African elephants have large tusks and two fingers on the end of their trunks to help them pick up items. Asian elephants have a single finger on the end of their trunks. But typically, only male Asian elephants grow large tusks, while the females and a few males have much smaller tusks called tushes that don't always grow outside the mouth.

Tusks are large, deeply rooted teeth that evolve to assist the elephant in digging, lifting, gathering food, and defense while also protecting the trunk. In the same way that humans tend to be right-handed or left-handed, elephants can be right-tusked or left-tusked. Their dominant tusk is easy to identify, because it is more worn down than the less dominant tusk.

Both species eat all types of vegetation, including a variety of grasses, fruits, leaves, bark and roots. They spend about 16 hours eating, consuming anywhere from 75 to 150 kg of food per day.

Elephants follow a matriarchal structure where the eldest female is the head of the group. Herds are composed primarily of female members and young calves. They include 6 to 20 members depending on the food supply. When the family gets too large, herds often split into smaller groups that stay within the same area. The male elephants, however live in isolation or in small bachelor groups. Calves are cared for by the entire herd of related females. Female calves may stay with their maternal herd for the rest of their lives, while males leave the herd as they reach puberty.

The matriarch relies on her experience and memory to recall where the best spots for food, water are, and where to find protection from the elements. The matriarch is also responsible for teaching the younger members of her family how to socialise with other elephants.

Elephants are very social and can communicate with one another and identify other elephants from distances of up to 2 miles using rumbling, low-pitched sounds that fall below the audible range of humans.

Elephants pay close attention to the well-being of all the members of their herd, and do whatever they can to take care of and protect weak or injured members. They are considered an extremely intelligent species, as they show advanced problem-solving skills and demonstrate empathy, mourning and self-awareness.

4. Rafale

Rafale literally meaning "gust of wind" and "burst of fire", is a French twin-engine, canard delta wing, multi-role fighter aircraft designed and built by Dassault Aviation. Equipped with a wide range of weapons, Rafale is intended to perform air supremacy, interdiction, aerial reconnaissance, ground support, in-depth strike, anti-ship strike and nuclear deterrence missions. Rafale is referred to as an "omnirole" aircraft by Dassault as this 4.5 generation aircraft can take up several missions during a single flight. It can simultaneously perform both air defence and ground attack mission. It can carry 9.3 tonnes of weapons. Besides, it can reach almost twice the speed of sound with a top speed of 1.8 Mach.

Rafale is distinct from other European fighters of its era in that it is almost entirely built by one country, involving most of France's major defence contractors, such as Dassault, Thales and Safran.

Introduced in 2001, the Rafale is being produced for both the French Air Force and for carrier-based operations in the French Navy. The Rafale has been marketed for export to several countries, and was selected for purchase by the Indian Air Force, the Egyptian Air Force, and the Qatar Air Force. The Rafale has been used in combat over Afghanistan, Libya, Mali, Iraq and Syria.

The first five omni-role Rafale fighters touched down after an 8,500-km flight at the Ambala airbase on July 29, 2020. These were received by Air Chief Marshal R K S Bhadauria and Western Air Command chief Air Marshal B Suresh.

The Rafale jets have a decidedly deadly weapons package and can also deliver nuclear weapons.

India has made a deal of Rs 59,000 crore with France in September 2016, for 36 Rafales.

The twin-engine Rafales do pack quite a punch. Its cold engine start capability allows it to operate from high-altitude air base including Leh. Besides its flight control system offers auto flight in terrain mode in all weather conditions, allowing it to fly unobserved in an opponent's air space. Armed with their 'Meteor' air-to-air missiles, 'Scalp' air-to-ground cruise missiles, MICA missile and other armaments, they will be able to outgun their Pakistani and Chinese rivals like F-16s, JF17s and J-20s.

5. Actionable Intelligence

Generations of conservation biologists, animal scientists and indigenous tribesmen have tried to decode the ways of the wild. While traditional methods of data gathering have been in vogue for centuries, human beings are prone to errors. And they are often unable to provide real-time Actionable Intelligence (AI).

The Rajasthan government has partnered with US analytics company SAS to assist with intelligent analysis and interpretation of data derived through 24x7 automated and semi-automated surveillance of wildlife at several nature parks in the state — the famous Ranthambore National Park, Sariska Tiger Reserve, Mukundra Hills Tiger Reserve, Jawai Bagh Leopard Conservation Centre, and Jhalana Leopard Safari Park. Cameras were installed across these parks, and computer vision technologies and text analytic capabilities were deployed to help spot critical incidents, eliminate false detections, and optimise the beat patrol of forest guards.

The protected areas are understaffed and face a lot of problems as the boundaries are long and unprotected. Besides, poaching, illicit felling and illegal grazing have to be controlled and eliminated. This system helps to locate such issues, and thereby reduces patrolling efforts. Once a report is received, rapid response teams are activated.

Before the project was rolled out, the government set up the monitoring infrastructure, which included closed-circuit televisions (CCTVs), video cameras with ranges up to 9-12km, thermal night vision cameras, and traditional camera-trap infrastructure. Wi-Fi zoning was done for real-time streaming of information to monitoring centres.

The idea of this project was to set up camera infrastructure and have containerised control and command centres, where officials would look into video feeds and try to act upon intelligence they managed to conceive. This meant humans looking for hours and hours at videos, something that is practically impossible. To get rid of this difficulty, when deploying a project of this nature, AI capabilities were embedded to detect five critical subjects — tigers, leopards, cattle, humans and vehicles.

SAS has considerably helped eliminate false detections, enhance the degree of efficiency of officials working as part of the monitoring centres, and assist in early detection of circumstances, which could translate into swifter action.

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